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**Board Goal/Personnel****5000**

The human resources of the District are valuable and significant in creating an effective educational program and learning environment. Schools function most efficiently and successfully when highly qualified individuals are employed to staff the needs of the District. Opportunities for staff development should be provided periodically. Supervision is a necessary, ongoing function of the District's leadership. The board seeks to promote an efficient and positive school climate in all educational endeavors in order that students may work toward their greatest potential and that the community will be proud of its investment.

Nothing contained in the policies or administrative procedures included herein is intended to limit the legal rights of the Board or its agents except as expressly stated.

Should any provision of Board policy or administrative procedure be held to be illegal by a court of competent jurisdiction, all remaining provisions shall continue in full force and effect.

**Policy History:**

Adopted on: 1/22/07

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## **Hiring Process and Criteria**

**5100**

The Board of Trustees has the legal responsibility of hiring all employees. The Board assigns to the Superintendent the process of recruiting staff personnel. The Superintendent may involve various administrative and teaching staff personnel as may be needed in recruiting staff personnel.

All personnel selected for employment must be recommended by the Superintendent and approved by the Board. All certificated personnel selected for employment must also go through the screening process outlined in Idaho Code 33-1210 and be approved for hire by the Building Principal in the building to which they will be assigned.

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

### **Guidelines for Hiring Certified Staff**

1. There will be no discrimination in the hiring process. (See Policy 5120)
2. Applicants for teaching and administrative positions shall provide evidence of meeting State requirements for regular certification, file a complete application for employment with the district, and sign a statement authorizing current and past school district employers to release to the District all information relating to job performance or job-related conduct. Applicants who do not sign the statement/release shall not be considered for employment.
3. The District will consider information received from current and past school district employers only for the purpose of evaluating applicants' qualifications for employment in the position for which they have applied and no one shall disclose such information to anyone, other than the applicant, who is not directly involved in the process of evaluating the applicant's qualifications for employment.
4. Non-certificated applicants may be employed on a conditional basis pending receipt of information from current and past school district employers. Applicant shall not be prevented from gaining employment if current or past out-of-state employers are prevented from or refuse to cooperate with the District's request. (See Forms 5100F1 and 5100F2)
5. Applicants for high school and middle school positions should have a major or its equivalent in the specific teaching field(s). Elementary applicants should have a major or its equivalent in elementary education or in the special area of assignment(s). Applicants for specific teaching positions shall also meet the State's highly-qualified standards.
6. When considering coaching assignments in secondary schools, preference for hiring will be given to a qualified teacher in the school where the coaching vacancy exists. The building principal will certify that all qualified applicants within the building have been given consideration.
7. The District will observe preference for veterans and disabled veterans (Idaho Code 65-505) when considering hiring employees to fill vacancies, selecting new employees or implementing a reduction in force.
8. The District will conduct a criminal history check for applicable positions. (See Idaho Code 33-130 & Policy 5110).

9. Each newly-hired employee must complete an Immigration and Naturalization Service form, as required by federal law.

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

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

### **I. Notice of Vacancies**

A. The District Human Resources Officer will notify staff by email of all district vacancies and will post notice of any vacancy within the District. The posting will be to all district e-mail accounts, in each building administrative office, the District Office and other locations the Human Resources Officer believes is necessary to gain the greatest pool of applicants required to fill the open position.

B. The building/program administrator will have the responsibility to form an interview team to screen all potential candidates. The interview team shall be responsible to select the candidates they feel best fill the position for interviews as outlined in IV Interviews. Whenever possible all in district candidates will be interviewed.

C. Individuals who are employed by the district at the time the position is “opened” will be required to submit a letter of interest which states their qualifications for the open position, rather than a complete application.

D. An application or letter of interest will be maintained within the a District file for a period of one year from the date of inquiry. It is the responsibility of any applicant who desires to be considered for positions within the District to reactivate his/her file annually.

### **II. Job Vacancy Notices**

Any notice from Joint School District No. 171 will contain the following information:

A. Position available.

B. Requirements for completed application, as applicable for position, include but are not limited to:

- 1 completed District application form
2. official transcript of all university or college credits
3. placement center file
4. personal resume
5. verification of eligibility for Idaho certification, and
6. signed statement/release for current and past school district employers.

C. Timeline for receiving completed application.

D. Process notification of how applications will be handled.

### **III. Application Procedures**

It will be the responsibility of any applicant to provide the information listed in II B above.

A. Such information must be received prior to the cutoff date for receiving applications as specified in the vacancy notice.

B. Only complete applications will be considered.

C. It will be the discretion of the Superintendent, the appropriate administrator, and the building administrator to determine whether such deadlines should be extended to accommodate individuals where placement center files, transcripts or other materials are not yet received by the District for consideration. Such time extension will be restricted to a reasonable time frame.

D. Upon receipt of the completed applications, those applications will be placed in a file for review and consideration at District Office.

#### **IV. Interviews**

A. The building or program administrator shall establish a committee to assist in interview process.

B. The committee, upon receiving the written applications from the appropriate administrator will review those applications to:

1. Determine those most suited to the position.
2. Make personal telephone contact with one or more references submitted by the applicant.
3. Contact individuals who might know the candidate, but were not listed as references, if needed.
4. Invite the top candidates to be interviewed for the position.

C. The committee will establish the procedures at the building or program level for interviewing the successful applicants.

D. Upon determining the qualified applicant, the building administrator will submit to the Superintendent of Schools, the written recommendation for the applicant to be offered a contract.

#### **V. Acceptance Procedure**

Once the Committee has selected the final candidate, the name will be provided to the Superintendent who will review the applicant's credentials with the building/program administrator. If the Superintendent and Building Principal concurs with the recommendation, the Superintendent will

A. Authorize a verbal offer of employment, pending Board approval, to be made to the candidate.

B. Upon receiving verbal acceptance by the candidate, the Superintendent will prepare the necessary papers for recommendation to the Board of Trustees at the next regular or special Board meeting.

C. Submit to the Board of Trustees such recommendation.

#### **VI. Board Action**

The Board of Trustees of Joint School District No. 171 will:

A. Have placed before it the candidate name for the position; and

B. Approve the candidate, unless the Trustee has personal knowledge not available to the building administrator and the screening committee. In that case, the Board may decide to not take action until all concerns have been reviewed by the building/program administrator.

#### **VII. Approval**

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

#### **VIII. Certification**

To qualify for employment, each teacher or administrator must have a valid Idaho teaching/administrative certificate on file in the District Office at the beginning of the school year. Salary will be withheld if the certificate is not on file by September 10 of the given year.

## IX. Term of Contract

Any extension of the term of contract shall be in full-day increments and be paid as a portion of the number of contract days in accordance with the current school calendar. Supervision of regularly-scheduled extra-curricular activities shall not be considered an extension of the term of contract.

**Cross Reference:** Policy: 5110 Fingerprinting and Criminal Background Investigations  
5100F1-5100F3 Hiring Process and Criteria Forms  
5120 Equal Employment Opportunity and Non-Discrimination  
5220 Assignments, Reassignments, Transfers  
5710 Teachers' Aides/Para-educators

Legal Reference:

I.C. § 33-130 Criminal history checks for school district employees  
I.C. § 33-512 Governance of schools  
I.C. § 33-513 Professional personnel  
I.C. § 65-505 Officials to observe preference  
I.C. § 74-206 (a) Executive Sessions

### Policy History:

Adopted on: 1/22/07

Revised on: 10/20/08, 9/19/11, 12/14/15, 5/16/2016



## **Procedures for Obtaining Personnel Records for Applicants**

**5100P**

Before hiring an applicant for employment in a certificated or non-certificated position, the District shall have the applicant sign the statement/release (5500F1) and provide a list of their previous school district employers. The list may be obtained via resume or application. The District will not hire an applicant who refuses or fails to sign the statement/release.

The signed statement/release will then be sent by the District to all of the applicant's current or past, in-state and out-of-state school district employers along with a request for information relating to job performance and/or job-related conduct (5100F2). Note – The District does not have to request the information for all applicants. The District only has to request the information for the top applicant(s) for the position.

The District may follow up with current or past school district employers if the information requested has not been received within thirty (30) days from the date the request was sent. The District may hire non-certificated applicants on a conditional basis pending receipt of the information requested. Applicants shall not be prevented from being hired if an out-of-state current or past school district employer refused to comply with the request. The District will attempt to obtain a written refusal along with the reason for the refusal from the non-compliant out-of-state school district employer. The written refusal shall be kept as a part of the applicant's file.

The District shall also request State Department of Education verification of certification status as well as any past or pending violations of the Professional Code of Ethics and information related to the job performance of the applicants for any certificated position (5100F3).

The District shall use information received from applicant's current or past employers only for the purpose of evaluating the applicant's qualifications for employment in the position for which the applicant has applied. No Board member of District employee shall disclose the information received to any person, other than the applicant, who is not directly involved in the process of evaluating the applicant's qualifications for employment.

Cross Reference:	5100	Hiring Process and Criteria
	5100F1	Authorization for Release of Information Form
	5100F2	Request to Employer Form
	5100F3	Request for Verification of Certificate Form

Legal Reference: IC § 33-1210 Information on past job performance

### **Procedure History:**

Promulgated on: 11/21/11

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AUTHORIZATION FOR RELEASE OF INFORMATION  
ON PAST EMPLOYMENT WITH SCHOOL EMPLOYERS  
IDAHO CODE 33-1210

Idaho Law requires applicants for any position at any Idaho Public School to allow the hiring school district employer to obtain a copy of past public school employer personnel file materials and other documentation relating to the performance of the applicant when such applicant was employed by any other public school, whether in Idaho or any other state.

Before hiring an applicant for any position, the District must request the applicant to sign this form. Should the applicant refuse or fail to sign this form, the District is not permitted to hire the applicant for any position. This authorization does not limit any employer from seeking additional information or disclosures from any applicant.

This form:

1. Authorizes current and past public school employers of the applican/undersigned on this form, including applicants outside the State of Idaho, to release to the hiring school district all information relating to the job performance and/or job related conduct of the applicant and make available to the hiring school district copies of all documents in the previous employer's personnel file, investigative file or other files relating to the job performance of the applicant; and
2. Releases the applicant's/undersigned's current and past employers, and employees acting on behalf of the employer, from any liability for providing the above-mentioned information.

**33-1210 RELEASE**

I understand that the above requirments are a condition of my obtaining employment with the District and I consent to my current and former employers, both inside and outside the State of Idaho, upon receipt of this signed authorization, to comply with Idaho law. I further consent that such authorizaiton may be provided to the hiring District via electronic means.

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name of Applicant

\_\_\_\_\_  
Identifying Employee Number/Name of Applicant  
or other Identifying Information for Past Employer

\*Information obtained through the use of this release will be used only for the purpose of evaluating the qualifications of the applicant for employment. This information will not be disclosed in any manner other than as provided by Statute.

\*A copy of this release and all other information obtained through use of this release will be placed into the applicant's personnel file with the District upon employment of the applicant, if any.

\*An applicant's failure to disclose any former school district employer, whether within or outside of the State of Idaho, will serve as the basis for immediate termination and, for certificated personnel, may also result in the District's reporting of the individual to the Idaho Professional Standards Commission for a potential violation of the Code of Ethics for Professional Educators.

\*By accepting an executed copy of this form, the hiring school district makes not guaranty or promise of employment to the applicant. Futher, the hiring schol district may employ the applicant on a conditional basis pending review of information gathered pursuant to this release. Such conditional employment is not a guarantee or promise of continued employment with the hiring school district for any length of time or pursuant to any additional conditions.

#### Form History

Promulgated on: 9/19/11

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## **Hiring Process and Criteria**

**5100 F2**

### **REQUEST TO EMPLOYER Idaho Code 33-1210**

Idaho Code 33-1210 requires all Idaho school district employers to obtain past school district employer performance information regarding any individual they are considering for hire, with regard to any position at an Idaho public school district. Specifically, the code section language states:

Before hiring an applicant, a School District shall request, in writing, electronic or otherwise, the Applicant's current or past employers, including out-of-state employers, to provide the information described in subsection (2)(a) of this section, if any.

The aforementioned subsection (2)(a) of the statute requires applicants to sign a statement "authorizing the applicant's current and past employers [meaning school district employers], including employers outside of the State of Idaho, to release to the hiring school district all information relating to the job performance and/or job related conduct, if any, of the applicant and making available to the hiring school district copies of all documents in the previous employer's personnel, investigative or other files relating to the job performance by the applicant."

Enclosed please find a copy of the signed Authorization for Release of Information from \_\_\_\_\_, an applicant for employment with Orofino Joint School District No. 171. This individual has identified your district as a prior employer. Accordingly, we are requesting that you provide to the District a copy of all information relating to this individual's performance as an employee with your district. In accordance with the terms of the statute in question, we request receipt of this information within twenty (20) business days after receipt of this request. This information may be sent either as written documentation or in electronic format. We would request that you advance this information to:

[Insert District Contact Information Here]

It should be noted that this statute provides that any school district or employee acting on behalf of the school district, who in good faith discloses information pursuant to this section either in writing, printed material, electronic material or orally is immune from civil liability for the disclosure. An employer is presumed to be acting in good faith at the time of the disclosure under this section unless the evidence establishes one (1) or more of the following: (1) that the employer knew the information disclosed was false or misleading; (b) that the employer disclosed the information with reckless disregard for the truth; or (c) that the disclosure was specifically prohibited by a state or federal statute.

Should you have any questions regarding this matter, please contact \_\_\_\_\_ at the above contract information.

#### **Form History**

Promulgated on: 9/19/11

**REQUEST FOR VERIFICATION OF CERTIFICATE STATUS**

Attn: Christina P. Linder  
Director of Certification/Professional Standards  
Idaho State Department of Education  
650 W. State Street  
P.O. Box 83720  
Boise, ID 83720-0027

Pursuant to § 33-1201(5), Idaho Code, the District is seeking information regarding the following individual:

Name of Applicant: \_\_\_\_\_  
D.O.B. \_\_\_\_\_

Specifically, pursuant to the above-referenced statute, the District is seeking the following information in order to address a hiring decision:

1. Certificate Status
2. The existence of any past findings or complaints relating to violations of the Code of Ethics for Professional Educators.
3. The existence of any current complaints or investigations relating to alleged violations of the Code of Ethics for Professional Educators.
4. Any information relating to job performance as defined by the State Board of Education, pursuant to Subsection (11) of Idaho Code 33-1201, for any applicants for certificated employment.

The District would greatly appreciate it if this information could be advanced to the attention of \_\_\_\_\_ on or before the \_\_\_\_\_ day of \_\_\_\_\_ in order to allow a timely decision as to employment matters. This information may be mailed at the above address or sent via electronic format to: \_\_\_\_\_.

District HR Department

**Form History**

Promulgated on: 9/19/11

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**Definitions:**

**Category 1 Certificated Employees** ---certificated personnel hired on a limited one-year contract after August 1<sup>st</sup> or the spouse of a Trustee hired under the limited provisions of Section 33-507(3), Idaho Code.

**Category 2 Certificated Employees** --Certificated personnel in the first and second years of continuous employment within the same school district.

**Category 3 Certificated Employees** --certificated personnel in the third year of continuous employment by the same school district.

**Renewable Contract Certificated Employees**— upon being offered a contract for a fourth full consecutive year of employment as a certificated teacher, certificated personnel who may automatically renew their employment with this District, for the next school year, by timely returning their contracts.

The District shall have the option to grant renewable contract status when it hires a certificated employee who has been on a renewable contract with another Idaho school district or who has out-of-state experience which would otherwise qualify the certificated employee for renewable contract status in Idaho. Alternatively, the District can place the certificated employee on a Category 3 contract.

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

**Notice:**

1. **Category 1 Certificated** employees' contracts are specifically offered for the limited duration of the ensuing school year. , and no further notice is required by the District to terminate the contract at the conclusion of the contract year.

2. **Category 2 Certificated** employees shall be provided a written statement of reason for non-reemployment by no later than July 1<sup>st</sup> and are not entitled to a review of the reasons or decision not to reemploy by the Board

3. **Category 3 Certificated** employees shall be provided a written statement of reason for non-reemployment by no later than July 1<sup>st</sup> and are not entitled to a review of the reasons or decision not to reemploy by the Board .

Employees shall be provided a written statement of reason for non-reemployment by no later than July 1<sup>st</sup> and shall, upon written request, be given the opportunity for an informal review of such decision by the Board. The parameters for the informal review will be determined by the Board.

Before the Board determines not to renew the contract for the unsatisfactory performance of category 3 certificated employees, such employees shall be entitled to a defined period of probation as established by the Board, following at least one (1) evaluation. In no case shall the probationary period be less than eight (8) weeks. The probation shall be preceded by written notice from the

Board, with the reasons for the probationary period and the areas of work which are deficient and with provisions for adequate supervision and evaluation of the employees' performance during the probationary period.

#### **4. Renewable Contract**

Contracts for all renewable contracted certificated employees shall be issued by July 1<sup>st</sup>. All employees on renewable contracts must timely return their contract. The employee's failure to timely return a renewable contract may be interpreted by the Board as a declination of the right to automatic renewal or the offer of another contract. Before the Board determines not to renew the contract for the unsatisfactory performance of renewable contracted certificated employees, such employees shall be entitled to a defined period of probation as established by the Board, following an observation, evaluation, or partial evaluation. The probation shall be preceded by written notice from the Board, or its designee with the reasons for the probationary period and with provisions for adequate supervision and evaluation of the employee's performance during the probationary period.

#### **Retired Certified Contract**

Contracts for retired teachers are specifically offered for the limited duration of the ensuing school year, and no further notice is required by the District to terminate the contract at the conclusion of the contract year.

#### **Supplemental Contracts**

An extra duty assignment and extra duty supplemental contracts may be issued for, an assignment which is not part of a certificated employee's regular teaching duties. A supplemental contract for extra duties shall be separate and apart from the certificated employee's underlying contract (Category 1, 2, 3 or renewable) and no property rights shall attach. A written notice of non-reissuance of the extra duty supplemental contract with a written statement of reasons shall be provided. Upon written request, the certificated employee shall be given the opportunity for an informal review of such decision by the Board. The parameters for the informal review will be determined by the Board. The contract shall be in a form approved by the state superintendent of public instruction.

Supplemental contracts may be issued for an assignment of extra days of service in addition to the standard contract length used for the majority of certificated employees of the District. Such additional days may be in service of the same activities as the employee's regular teaching duties.

Any such extra day contracts shall provide the same daily rate of pay and rights to due process and procedures as provided by the certificated employee's underlying contract (Category 1, 2, 3 or renewable). The contract shall be in a form approved by the state superintendent of public instruction.

#### **Delivery of Contract**

Delivery of a contract may be made only in person, by certified mail, return receipt requested, or electronically, return receipt requested. If delivery is made in person, the delivery must be acknowledged by a signed receipt.

If a District delivers contracts via electronic means, with return electronic receipt, and the District has not received a returned signed contract and has not received an electronic read receipt from the employee, the District shall then resend the original electronically delivered contract to the employee

via certified mail, return receipt requested, and provide such individual with a new date for contract return.

#### Return of the Contract

A person who receives a proposed contract from the District shall have 14 calendar days from the date of delivery to sign and return the contract.

#### Failure to Accept or Acknowledge

Should a person willfully refuse to acknowledge receipt of the contract or the contract is not signed and returned to the Board within the designated time period, the Board may declare the position vacant. Through this Policy the Board delegates to the Superintendent the power, as the designee of the Board, to declare such position vacant should a signed contract not be returned within the designated period.

#### Cross Reference:

Policy 5340 Evaluation of Certificated Personnel  
Policy 6100 Superintendent

#### Legal Reference

I.C. § 33-507 Limitation upon Authority of Trustees  
I.C. § 33-513 Professional Personnel  
I.C. § 33-514 Issuance of Annual Contracts – Support  
programs – Categories of Contracts – Optional Placement  
I.C. § 33-514A Issuance of Limited Contract – Category  
1 Contract  
I.C. § 33-515 Issuance of Renewable Contracts  
I.C. § 33-515A Supplemental Contracts

#### Policy History:

Adopted on: 12/15/08

Revised on: 12/12/11, 2/27/12, 8/19/13, 4/21/14, 1/23/17



**Informal Review**

The following events and circumstances create a right allowing the specified employees to request an Informal Review for the Board's decision to not reemploy or reissue an employment contract:

- 1) Non-reemployment of Category 3 or renewable contract teachers; and
- 2) An administrative employee reassignment; and
- 3) Non-reissuance of Supplemental Extra-Duty Contracts; and
- 4) Any other circumstance specified in Idaho law creating a right to request an informal review.

The parameters for the Informal Review will be determined by the Board.

The request for an Informal Review must be in writing and include a statement explaining the reasoning for disagreement with the Board's decision. The statement must not exceed two (2) pages.

The District will use the following procedure:

- 1) The employee must request, in writing, an Informal Review within ten (10) days of the date notice of the events creating a right to Informal Review. The request must be submitted to the Board Clerk. Failure to request Informal Review within ten (10) days will result in the employee waiving the right to an Informal Review.
- 2) The employee will be given an opportunity to meet with the Board in executive session no later than the next regularly scheduled Board meeting after the request for Informal Review is submitted to the Board, or alternately, at the next regularly scheduled Board meeting, as determined by the Board. At the option of the Board, the employee may be permitted to provide the Board with documentation in support of the employee's position. The Board, in its discretion, may limit the amount of time allotted for presentation of any additional information by the employee during the Informal Review.
- 3) The Administration shall have the right to be present during the Informal Review and may respond to the employee's presentation and/or respond to any inquiries by the Board.
- 4) The Board shall make a decision to uphold the earlier employment decision, or make some other decision regarding the issue(s) raised during the executive session. Such decision must be made by the Board in open session, identifying the employee by number or letter (i.e.: "Subsequent to the Informal Review, the Board upholds the prior employment decision regarding employee "A").
- 5) The Board shall notify the employee, in writing, of its final decision in the matter within fifteen (15) days of the date of the Informal Review.

The employee does not have the right to be represented by an attorney or a representative of the state teachers' association, present evidence other than that detailed above and present and/or cross-examine witnesses unless specifically agreed to by the Board. The Board may elect to ask questions of the employee or administrator present at the Informal Review, but this does not confer upon the employee the right to ask questions of the Board or the Administration.

Cross Reference: 5105 Certificated Personnel Reemployment

Legal Reference I.C. § 33-514	Issuance of Annual Contracts
I.C. § 33-515	Issuance of Renewable Contracts
I.C. § 33-515A	Supplemental Contracts

Policy History:

Adopted: 12/14/09

Revised: 2/27/12, 8/19/13

**General**

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

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

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

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

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

**Initial Hires**

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

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

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

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

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

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

It is the discretion of the District to terminate or take other action against any employee that has either been convicted of one (1) or more of the felony offenses set forth in I.C. § 33-1208 or made a material misrepresentation or omission on their job application.

#### Employee Arrest or Conviction

All employees shall have the continuing duty to notify the District of any arrest or criminal conviction that occurs subsequent to being hired by the District. In the event that any employee, whether full-time or part-time, probationary or non-probationary, classified or certified, is arrested, charged or indicted for a criminal violation of any kind, whether misdemeanor or felony, with the exception of minor traffic infractions, he/she is required to report such arrest promptly to the employee's supervisor or department head within one (1) business day unless mitigating circumstances exist. This reporting requirement applies regardless of whether such arrest has occurred on-duty or off-duty. Failure to comply with this reporting requirement shall be grounds for disciplinary action, up to and including termination.

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

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

It is the discretion of the District to terminate or take other action against any employee that has either been convicted or one (1) or more of the felony offenses set forth in I.C. § 33-1208 or made a material misrepresentation or omission on their job application.

#### Substitute teachers

The State Department of Education shall maintain a statewide list of substitute teachers. To remain of the statewide substitute teacher list, the substitute teacher shall undergo a criminal history check every five (5) years. If a substitute teacher has undergone a criminal history check within five (5) years as a result of employment with another District, the District, may in its sole discretion, not require a substitute to undergo a criminal history check. If the District does desire substitute teacher who has undergone a criminal history

check within the last five (5) years to undergo an additional criminal history check, the District will pay the costs of such check.

#### Other employees

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

#### Volunteers

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

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

#### Contractors

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

#### Confidentiality

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

Legal Reference:	I.C. § 33-130 Criminal history checks for school district employees or applicants for certificates
	I.C. §33-512 Governance of schools
	I.C. §9-340(c) Records Exempt from Disclosure
	Public Law 105-251, Volunteers for Children Act

#### Policy History:

Adopted on: 1/22/07

Revised on: 11/17/08

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## **Equal Employment Opportunity and Non-Discrimination**

**5120**

The District shall provide equal employment opportunities to all persons, regardless of their race, color, religion, creed, national origin, sex, age, ancestry, marital status, military status, citizenship status, use of lawful products while not at work, physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodations, and other legally protected categories.

The District will make reasonable accommodation for an individual with a disability known to the District, if the individual is otherwise qualified for the position, unless the accommodation would impose an undue hardship upon the District.

Inquiries regarding discrimination should be directed to the Title IX Coordinator. Specific written complaints should follow the Uniform Grievance Procedure.

Cross Reference: 5250 Uniform Grievance Procedure

Legal Reference: 29 U.S.C. §§ 621, et seq. Age Discrimination in  
Employment Act,  
42 U.S.C. §§ 12111, et seq. Americans with Disabilities Act, Title I,  
29 U.S.C. § 206(d) Equal Pay Act,  
8 U.S.C. §§ 1324(a), et seq. Immigration Reform and Control Act,  
29 U.S.C. §§ 791, et seq. Rehabilitation Act of 1973,  
42 U.S.C. §§ 2000(e), et seq., 29 C.F.R., Part 1601 Title VII of Civil Rights  
Act,  
20 U.S.C. §§ 1681, et seq., 34 C.F.R., Part 106 Title IX of the Education  
Amendments,  
I.C. § 67-5909 Acts Prohibited

### **Policy History:**

Adopted on: 1/22/07

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## **Reporting New Employees**

### **5125**

The Idaho Legislature has established an automated state directory of new hires to be administered by the Idaho Department of Labor (herein after “department”). The state directory of new hires provides a means for employers to assist in the state’s efforts to prevent fraud in the welfare, worker’s compensation, and unemployment insurance programs, to locate individuals to establish paternity, to locate absent parents who owe child support, and to collect support from those parents by reporting information concerning newly hired and rehired employees directly to a centralized state database.

The district will report the hire or rehire of an individual by submitting to the department a copy of the employee’s completed and signed United States Internal Revenue Service form W-4 (employee’s withholding allowance certificate). Before submitting the W-4 form, the district will ensure that the W-4 form contains the following information:

1. The employee’s name, address, and social security number;
2. The district’s name, address, and federal tax identification number;
3. The district’s Idaho unemployment insurance account number, which must be designated at the bottom of the form; and
4. The employee’s date of hire or rehire, which must be designated at the bottom of the form.

This district will report the hiring or rehiring of any individual to the department within twenty (20) calendar days of the date the employee actually commences employment for wages or remuneration. The report will be deemed submitted on the postmarked date or, if faxed or electronically submitted, on the date received by the department. A copy of the report will be retained by the district, and the copy will set forth the date on which the report was mailed, faxed, or electronically transmitted.

Should the district choose to file its report electronically, the district will comply with the department’s regulations of such transmissions. Electronically transmitted reports will be filed by two monthly transmissions, if necessary, not less than twelve (12) days apart and not more than sixteen (16) days apart.

The district is not liable to the employee for the disclosure or subsequent use of the information by the department or other agencies to which the department transmits the information.

Legal Reference: I.C. § 72-1601 *et seq.* State Directory of New Hires

#### **Policy History:**

Adopted on: 11/16/09



## **Administrative Leave**

**5130**

The Board hereby delegates to the Superintendent and any designee of the Superintendent the Board's authority to place a certificated employee on a period of paid administrative leave/ paid suspension if the Superintendent/designee believes that such action is in the best interest of the District.

Should this authority be exercised and any certificated employee placed onto a period of paid administrative leave or suspension, this action shall be presented to the Board within twenty-one (21) days of taking such action, whether at the next regularly scheduled Board meeting or a special meeting.

At the time the Board is presented with the action they shall either ratify or nullify the act of placing the certificated employee onto a period of paid leave or suspension. The Board may continue the period of administrative leave or suspension at the time the Board takes action.

Further, only in the circumstance where an employee of the District is in a position where a court order exists preventing the employee from being in the presence of minors or students, and thus unable to perform the essential functions of their job, the Board may place such employee onto a period of unpaid leave of absence.

Legal Reference: I.C. § 33-513 Professional Personnel

### **Policy History:**

Adopted on: 2/27/12

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## **Applicability of Personnel Policies**

**5200**

Except where expressly provided to the contrary, personnel policies apply uniformly to the employed staff of the District. However, where there is a conflict between the terms of a collective bargaining agreement and the District's policy, the law provides that the terms of the collective bargaining agreement shall prevail for the staff covered by that agreement.

When a matter is not specifically provided for in an applicable collective bargaining agreement, the policies of the Board to effectively and efficiently manage the District shall govern.

Classified employees are employed at will and the district policy manual is not intended to express a term of an employment agreement. The provisions of this policy manual do not create a property right which would modify the District's right to terminate the employment relationship of classified employees at will.

Legal Reference: Metcalf v. Intermountain Gas Co., 116 Idaho 622 (1989)

### **Policy History:**

Adopted on: 1/22/07

Revised on: 11/17/08

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## **Personnel**

### **Job Descriptions**

**5205**

There shall be written job descriptions for all positions and for all employees of the school district. The "job description" will describe the essential characteristics, requirements, and general duties of the job or position. All personnel shall be subject to the requirements delineated in the job descriptions so that they may effectively contribute to the goals and purposes for the school district. The descriptions shall not be interpreted as complete or limiting definitions of any job, and employees shall continue in the future, as in the past, to perform duties assigned by the Board, supervisors, or other administrative authority.

Once each year or as provided by Idaho Code, the supervisors of all employees shall confer with each person under his or her supervision to review the individual's work. The evaluation shall be documented by use of the district evaluation form for classified or certified personnel. No evaluation should be signed before it is fully discussed by both the employee and the supervisor. One signed copy will be given to the employee and one signed copy will be given to the superintendent to be maintained in the employee's personnel file.

No employee in Joint School District No. 171 may be in a position of direct supervision of his or her immediate family member (spouse, child, parent, or sibling) without express written permission of the Board of Trustees. Any exception must be in the "best interest of maintaining the educational environment".

An exception to the "direct supervision of his or her immediate family members" may be made for extracurricular activities when the exception is in the best interest of maintaining the activity, other options for coaches/advisors are limited, and the supervision is approved by the Superintendent.

Cross Reference: 5500 Personnel Records

Legal Reference: I.C. § 33-514 Issuance of Annual Contracts  
I.C. § 33-515 Issuance of Renewable Contracts  
I.C. § 33-517 Non-certificated Personnel

Policy History:

Adopted on: 1/22/07

Revised on: 11/19/07

Revised on: 9/17/12

Revised on 9/15/12

## Job Descriptions List

5205P

[Hyper linked, just click on the job description you are looking for and hit enter.](#)

<a href="#">Superintendent</a>	<a href="#">Activities Director</a>
<a href="#">Principal</a>	<a href="#">High School Head Coach</a>
<a href="#">School Psychologist</a>	
<a href="#">District Nurse</a>	<a href="#">High School Assistant Coach</a>
<a href="#">Elementary School Counselor</a>	<a href="#">High School Cheerleader Coach</a>
<a href="#">Secondary School Counselor</a>	<a href="#">Junior High School Head Coach</a>
<a href="#">Title One Teacher</a>	
<a href="#">Certified Teacher</a>	<a href="#">Junior High Assistant Coach</a>
<a href="#">Certified Librarian</a>	<a href="#">Student Council Advisor</a>
<a href="#">Music Teacher</a>	<a href="#">High School Pride Advisor</a>
<a href="#">Driver Education Teacher</a>	<a href="#">National Honor Society Advisor</a>
<a href="#">Business Manager/Treasurer</a>	<a href="#">Youth Legislature Advisor</a>
<a href="#">Payroll/Personnel Clerk</a>	<a href="#">Knowledge Bowl Advisor</a>
<a href="#">Accounts Payable Clerk</a>	<a href="#">Math Counts Advisor</a>
<a href="#">Board Clerk</a>	<a href="#">High School Drama</a>
<a href="#">Programs Office Secretary</a>	<a href="#">School Annual Advisor</a>
<a href="#">School Secretary</a>	<a href="#">School Paper Advisor</a>
<a href="#">Assistant School Secretary</a>	
<a href="#">Instructional Aide</a>	<a href="#">High School Band</a>
<a href="#">speech aide</a>	<a href="#">High School Chorus</a>
<a href="#">Technology Director</a>	<a href="#">FCCLA Advisor</a>
<a href="#">Network Supervisor</a>	<a href="#">SADD/IDFY Advisor</a>
<a href="#">Data Manager/Computer Technician</a>	<a href="#">Weight Room Supervisor</a>
<a href="#">Food Service Director</a>	<a href="#">Senior Class Advisor</a>
<a href="#">Kitchen Manager</a>	<a href="#">Junior Class Advisor</a>
<a href="#">Cook</a>	<a href="#">Sophomore Class Advisor</a>
<a href="#">Server</a>	<a href="#">Freshman Class Advisor</a>
<a href="#">Maintenance/Custodian Supervisor</a>	
<a href="#">Custodian</a>	
<a href="#">Seasonal Groundkeeper</a>	
<a href="#">Transportation Director</a>	
<a href="#">Transportation Secretary</a>	
<a href="#">mechanic</a>	
<a href="#">Bus Driver</a>	
<a href="#">Bus Monitor</a>	

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Title:	<b>Superintendent</b>
Job Goal:	To provide a safe and exceptional learning environment to prepare and inspire all students to reach their full potential.
Duties:	The Superintendent is the District's executive officer and is responsible for the administration and management of the District schools, in accordance with Board policies and directives and state and federal law. The Superintendent is authorized to develop administrative procedures to implement Board policy and to delegate duties and responsibilities. Delegation of power or duty, however, shall not relieve the Superintendent of responsibility for the action that was delegated.
Qualifications:	<ol style="list-style-type: none"> <li>1. The Superintendent must be of good character and of unquestionable morals and integrity.</li> <li>2. The Superintendent shall have the experience and the skills necessary to work effectively with the Board, District employees, students and the community.</li> <li>3. The Superintendent shall have a valid Idaho Education Credential with a Superintendent endorsement or verification of meeting state requirements to qualify for certification and such other qualifications of academic, professional and personal excellence as the Board may specify.</li> </ol>
Responsible to:	Board of Trustees
Performance Tasks:	<p>The Superintendent shall:</p> <ol style="list-style-type: none"> <li>A. Recommend policies or policy changes to the Board and develop procedures that implement Board policy.</li> <li>B. Provide leadership in the development, operation, supervision and evaluation of the educational program.</li> <li>C. Recommend annual objectives for improvement of the District.</li> <li>D. Recommend courses of study.</li> <li>E. Recommend textbooks.</li> <li>F. Prepare and submit the annual budget.</li> <li>G. Coordinate statewide testing, Title I, Title II, Title III/LEP and other Federal programs.</li> <li>H. Recommend candidates for employment as certificated and classified staff.</li> <li>I. Recommend staff needs based on student enrollment, direct and assign teachers and other employees of the schools under his/her supervision.</li> <li>J. Organize, reorganize and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves the District, subject to the of approval of the Board.</li> <li>K. Recommend contracts for major construction, remodeling or maintenance.</li> <li>L. Recommend payment of vouchers and payroll.</li> <li>M. Prepare reports regarding school plant and facilities needs.</li> </ol>

- N. Supervise negotiation of collective bargaining agreements.
- O. Establish criteria and processes for evaluating staff.
- P. Recommend formation of ad hoc citizens' committees.
- Q. As necessary attend all Board meetings and all Board and citizen committee meetings, serve as an ex-officio member of all Board committees and provide administrative recommendations on each item of business considered by each of these groups.
- R. Inform the Board of appeals and implement any such forthcoming Board decisions.
- S. Respond and take action on all criticisms, complaints and suggestions as appropriate.
- T. Undertake consultative work, speaking engagements, writing, lecturing or other professional duties and obligations.
- U. Diligently investigate and make purchases that benefit the most efficient and functional operation of the District.
- V. The Superintendent shall develop an organization chart indicating the channels of authority and reporting relationships for school personnel. These channels should be followed, and no level should be bypassed, except in unusual circumstances.

Terms of Employment: 240 days/year. The Board and the Superintendent shall enter into a contract approved by the State Superintendent of Public Instruction. This contract shall govern the employment relationship between the Board and the Superintendent.

Evaluation: The Board will evaluate at least annually, the performance of the Superintendent, using standards and objectives developed by the Superintendent and Board, which are consistent with the District's mission and goal statements. A specific time shall be designated for a formal evaluation session. The evaluation should include a discussion of strengths and weaknesses, as well as performance areas improvement.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

Our Mission: In partnership with families and communities, Joint School District No. 171 is committed to provide a positive and collaborative environment that enables all students to become respectful, self-directed, independent, and motivated life-long learners who have knowledge and life skills necessary to meet the complex challenges of a rapidly changing world.

*We believe in excellence in teaching and learning.*

Procedure History:

Promulgated on: 6/18/12

Title: **Principal**

Qualifications: As established by state certification requirements; such other qualifications of academic, professional, and personal excellence as the Board may specify.

Primary  
Responsibility to: Superintendent

Performance Tasks: The Principal shall

- A. Be knowledgeable of, and uphold all policies pertaining to principals as specified in District policy.
- B. Administer the school and its instructional program in all its facets.
- C. Interpret and implement board policies and administrative regulations.
- D. Supervise the school staff, providing assistance and making evaluation as necessary.
- E. Assist in the recruiting screening, training, hiring and assigning of school staff.
- F. Coordinate the school's pupil personnel services.
- G. Coordinate the full range of extracurricular activities.
- H. Assume responsibility for the attendance, conduct, and health of students.
- I. Interpret the school's program to the community and enlist the participation of the community in school life.
- J. Promote and participate in the ongoing improvement of the school curriculum.
- K. Inform the district office about activities in the school and forward or cause to be forwarded required reports.
- L. Prepare and submit the school's budgetary requests and control expenditures of budgeted funds.
- M. Keep abreast of and contribute to trends, developments, and research as they pertain to education and school operation.
- N. Exercise decisive leadership in crisis situations.
- O. 0. Participate as an active and contributing member of the Superintendent's administrative staff.
- P. Assume responsibility for the safety and management of the school plant and grounds.
- Q. Performs such duties as maybe assigned.

Terms of  
Employment: As contracted with the district and determined by the Board

Evaluation: Performance of this position will be evaluated at least once a year by the superintendent.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

Our Mission: In partnership with families and communities, Joint School District No. 171 is committed to provide a positive and collaborative environment that enables all students to become respectful, self-directed, independent, and motivated life-long learners who have knowledge and life skills necessary to meet the complex challenges of a rapidly changing world.

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Procedure History:

Promulgated on: 6/8/12

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Title:	<b>School Psychologist</b>
Qualifications:	As established by state certification requirements; such other qualifications of academic, professional, and personal excellence as the Board may specify.
Primary Responsibility to:	Special Education Director
Performance Tasks:	<p>The School Psychologist shall:</p> <ul style="list-style-type: none"> <li>A. Administer appropriate formal and informal assessment in the areas of cognition, learning strengths and deficits, social, emotional and behavioral functioning.</li> <li>B. Summarize, interpret, and communicate assessment results in a meaningful, understandable way to students, parents, and school personnel. Provide a written assessment summary to the child study team.</li> <li>C. Provide input to the IEP team regarding appropriate programming and placement based on assessment results.</li> <li>D. Assist in developing, facilitating implementation of, and evaluating the individual education programs for exceptional children within the district.</li> <li>E. Serve as a resource person and consultant to parents and school personnel in understanding the relationship among such psychological concepts as abilities, achievements, emotions, behavior patterns, and developmental processes.</li> <li>F. Promote an understanding of mental health concepts and their application to the school setting with emphasis on the preventative value of a wholesome environment.</li> <li>G. Serve as an advocate for the child within the school.</li> <li>H. Serve as a liaison to community and area agencies working with students experiencing psychological problems. Keep abreast of local, area, and state resources and refers children and families to outside specialists, services, and agencies, when appropriate.</li> <li>I. Keep informed of current research and literature in the field of school psychology. Provide research leadership and involvement with professional staff and parents.</li> <li>J. Work with school counselors and mental health providers in the area to provide a continuum of services to meet the mental health needs of children and their families. Provide individual or small group therapy on a short-term basis to address identified social and/or psychological needs.</li> <li>K. Conduct in-service training on psychological, mental health, and educational issues for school personnel and parents.</li> <li>L. Perform such other duties as may be assigned.</li> </ul>

Terms of

Employment: The employment period shall be for 173 days per year. Salary will be determined by the Board

Evaluation: Performance of this position will be evaluated at least once a year by the special education director.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

Our Mission: In partnership with families and communities, Joint School District No. 171 is committed to provide a positive and collaborative environment that enables all students to become respectful, self-directed, independent, and motivated life-long learners who have knowledge and life skills necessary to meet the complex challenges of a rapidly changing world.

*We believe in excellence in teaching and learning.*

Procedure History:

Promulgated on: 6/18/12

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# District Nurse

## QUALIFICATIONS

1. RN/LPN, minimum experience as determined by the Board of Trustees
2. Demonstrated expertise in school health nursing practice and emergency procedures
3. Knowledge of child growth and development, community and family dynamics, current health issues, and wellness education
4. Knowledge of community health and social services resources
5. Demonstrated ability to communicate and work effectively with students, parents, staff and community groups and organizations
6. Maintain confidentiality of staff and students

## PRIMARY RESPONSIBILITY TO

Director of Special Services and Building Principals

## JOB SUMMARY

To promote health and safety in the school environment and provide health services to students, faculty, and staff. To assist with the teaching of sound health practices.

## MAJOR DUTIES AND RESPONSIBILITIES

### Health Services and Education

1. Work in cooperation with the school health professionals to ensure a healthy school climate and to minimize absence due to illness
2. Promote a healthy/safe school environment by assisting the administration and staff to maintain safe and sanitary conditions throughout the school
3. Provide emergency care in case of sudden illness and administer first-aid in case of injury to students or staff according to established policies and procedures
4. Be responsible for the availability and maintenance of required medical supplies and equipment
5. Administer prescribed medication to students in accordance with law and Board policy Provide training and supervision for the emergency administration of epinephrine, automated external defibrillators (AEDs), etc. with designated school staff
6. Assist the building principal and the child study team in the identification and placement of students with disabilities who need special education services
7. Provide special health care and related services to meet the needs of students with disabilities
8. Conduct health services and screening programs as required by federal and state law, administrative rules, and Board policy
9. Collaborate with community and other non-school health agencies to meet the health needs of children and families
10. Participate in the development and delivery to the students of a comprehensive health education curriculum
11. Provide information to parents and children in a format that allows them to make better choices that improve their health
12. Confer with and advise students, parents, and staff members on matters pertaining to the health and safety of students

### Administrative Activities

1. Prepare health and safety reports as required by federal and state law, administrative rules, and Board policy and as requested by the Building Principal
2. Serve on committees as assigned in order to incorporate essential health care information into the deliberations and reports of these committees
3. Maintain up-to-date health records on all students including separate records of immunizations and ensure their confidentiality
4. Represent the school district in a positive manner
5. Know and follow school district policy and chain of command
6. Perform other duties as assigned

Title: **Elementary School Counselor**

Qualifications: As established by state certification requirements; such other qualifications of academic, professional, and personal excellence as the Board may specify.

Primary Responsibility to: Principal

Performance Tasks: The Elementary School Counselor shall:

- A. Provide counseling services individually and/or in groups for students and parents.
- B. Provide group guidance activities within the classroom setting.
- C. Consult with individuals (parents, staff and students) to design specific approaches/programs to meet the educational, psychological, and social needs of students.
- D. Develop parenting groups in order to facilitate greater understanding about adult/child relationships.
- E. Assist students in transition between grade levels and special programs.
- F. Provide orientation to new students and parents.
- G. Facilitate future student planning through the use of standardized assessment instruments, student learning objectives, and IEPs where necessary.
- H. Work with staff in developing and implementing counseling related elements of the district's elementary program; e.g., career education, positive image, human growth and development.
- I. Coordinate the referral process utilizing appropriate school district services and community agencies.
- J. Perform other duties as assigned.

Terms of Employment: The employment period shall be for 173 days per year. Salary will be determined by the Board

Evaluation: Performance of this position will be evaluated at least once a year by the principal.

-----  
By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

Our Mission: In partnership with families and communities, Joint School District No. 171 is committed to provide a positive and collaborative environment that enables all students to become respectful, self-directed, independent, and motivated life-long learners who have knowledge and life skills necessary to meet the complex challenges of a rapidly changing world.

*We believe in excellence in teaching and learning.*

Procedure History:

Promulgated on: 6/18/12

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Title: **Secondary School Counselor**

Qualifications: As established by state certification requirements; such other qualifications of academic, professional, and personal excellence as the Board may specify.

Primary Responsibility to: Principal

Performance Tasks: The Secondary School Counselor shall:

- A. Responsible for the scheduling students and orienting them to school procedures and the school's varied opportunity for learning.
- B. Responsible in maintaining student records and protect confidentiality.
- C. Assist in resolving educational handicaps.
- D. Assist in the identification and development of special abilities of students.
- E. Provide student information to colleges and potential employers as applicable.
- F. Make recommendations to colleges for admissions and scholarships.
- G. Obtain and disseminate occupational and scholarship information to students and classes.
- H. Help students evaluate career interests and choices.
- I. Work with students on an individual basis in the solution of personal problems related to such matters as home and family relations, health, and emotional adjustment.
- J. Confer with parents whenever necessary.
- K. Confer with administrators and faculty on matters of student discipline.
- L. Administer appropriate tests to students in accordance with the district's testing program.
- M. Performs such other duties as may be assigned.

Terms of Employment: The employment period shall be for 173 days per year. Salary will be determined by the Board

Evaluation: Performance of this position will be evaluated at least once a year by the principal.

-----

By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

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Procedure History:

Promulgated on: 6/18/12

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## **TITLE: TITLE 1 TEACHER**

### **QUALIFICATIONS**

1. Idaho Teaching Certificate with appropriate endorsement(s) as determined by the Board, preference for teachers with masters and holding a reading specialist endorsement
2. Previous teaching experience
3. Able to write Title 1 grant applications and performance reports and make presentations to Board of trustees and public
4. Able to clearly explain Title 1, NCLB, AYP, corrective action plans, and other concepts concerning the need to raise academic achievement in Title 1 students
5. Able to understand and interpret for others academic achievement data, basic budget items, instructional program and other relevant information
6. Strong writing, budgeting, and planning skills
7. Strong background in the use of technology for research, data entry and analysis and presentation
8. Able to work effectively with students, staff, parents, outside agencies, and community groups
9. Provide instructional coaching and mentoring to certified teaching staff and para-educators as needed
10. Able to assess and evaluate the performance of the instructional program in collaboration with the building administration and certified teaching staff
11. Able to speak effectively to groups and individuals
12. Ability to work under pressure and deadlines
13. Maintain confidentiality of staff and students
14. And perform all other reasonable duties as assigned by the building principal

PRIMARY RESPONSIBILITY TO  
Building Principal/Superintendent

### **JOB SUMMARY**

To assist in planning and implementing an instructional and learning environment that will enable each student to master the skills appropriate to age, grade level, and individual capacity. Organize and implement the parent involvement programs for Title 1 and other Title 1 activities.

### **MAJOR DUTIES AND RESPONSIBILITIES**

#### Working with Parents and the Community

1. Coordinate the Title 1 Parental Involvement Program.
2. Provide parents with training and materials to support their children's learning
3. Provide opportunities to participate for parents with limited English proficiency and disabilities
4. Conduct parenting programs
5. Work with local regional and state organizations to encourage parent involvement
6. Serve as liaison to private schools and local institutions for neglected and/delinquent children

#### Working with Staff

1. Coordinate the instructional program in cooperation with the certified teaching staff and the administration

2. Provide direction, coaching and leadership to the certified teaching staff and para-educators as needed, requested by staff member or directed by principal
3. Serve on Title 1 Committees, both at the building and district level
4. Serve on the Response to Intervention Team (SAT: Student Assistance Team) and the Building Leadership Committee
5. Manage, Maintain and Analyze the academic data
6. Prepare for, coordinate, and facilitate bi-monthly Grade Level Data Meetings with certified teaching staff
7. Provide in-service training and on-going training as needed to certified staff in AimsWeb, Data Analysis and Progress Monitoring
8. Assist as needed each Title 1 school in developing a parent program that serves the needs of their parents, community, and school
9. Work with schools to develop home-school compact, outlining the school's and parents' responsibilities to support student learning.
10. Provide training and education to teachers and staff on communicating and working with parents as equal partners
11. Monitor the learning activities of teachers and Title 1 para-educators
12. Assist Building Principals with the evaluation of instruction
13. Assist in identifying the instructional needs of teachers and the Title 1 staff
14. Assist and participate in the selection of instructional program personnel
15. Provide, coordinate, and conduct workshops for paraprofessionals and teachers in pre-assessed areas of need

#### Administrative and Reporting Duties

1. Plan and complete the local Title 1 applications *and reports*
2. Help to administer the Title 1 budget, maintaining a balanced budget as previously set in the federal programs applications
3. Assist in planning and facilitating program to meet the specific needs and abilities of all students
4. Maintain accurate and complete records as required by federal and state law, administrative rules, and Board policy

#### Other

1. Retain focus and give priority to raising the academic achievement of *all* students while accomplishing other tasks
2. Direct and monitor an assessment program to determine the abilities of identified students
3. Keep immediate supervisor informed of activities and any issues that may arise
4. Adhere to The Code of Ethics of the Idaho Teaching Profession adopted by the Professional Standards Commission and the State Board of Education
5. Assume responsibility for his or her continuing professional growth and development by attendance at professional meetings, membership in professional organizations, enrollment in advanced courses, and by reading professional journals and other publications
6. Seek assistance should emergencies arise
7. Represent the school district in a positive manner
8. Know and follow school district policy and chain of command
9. Perform other duties as assigned by school principal

#### EVALUATION

Performance of this position will be evaluated annually by the Building Administrator in conformance with federal and state law, administrative rules, and Board policy.

#### TERMS OF EMPLOYMENT

By contract as determined by the Board of Trustees in accordance with federal and state law, administrative rules, and Board policy, including IDAPA 08.02.02.120.

Legal Reference:	I.C. § 33-512	Governance of Schools
	I.C. § 33-513	Professional Personnel
	I.C. § 33-515	Issuance of Renewable Contracts

I.C. § 33-1201	Certificate Required
I.C. § 33-1210	Information on Past Job Performance
IDAPA 08.02.02.022	Endorsements A-D
IDAPA 08.02.02.023	Endorsements E-L
IDAPA 08.02.02.0234	Endorsements M-Z
IDAPA 08.02.02.120.Local District Evaluation Policy—Teacher and Pupil Personnel Certificate Holders	



Title:	<b>Certified Teacher</b>
Qualifications:	As established by state certification requirements; such other qualifications of academic, professional, and personal excellence as the Board may specify.
Primary Responsibility to:	Principal
Performance Tasks:	<p>The Certified Teacher shall:</p> <ul style="list-style-type: none"> <li>A. Be knowledgeable of, and uphold, all policies pertaining to teachers and students as specified in District Policy handbook and building policies.</li> <li>B. Develop and maintain a classroom environment conducive to effective learning within the limits of the resources provided by the district.</li> <li>C. Plan a program of study that, as much as possible, meets the individual needs, interests, and abilities of students.</li> <li>D. Employ a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.</li> <li>E. Assess the accomplishments of students on a regular basis and maintain such records as required by law and by district policy.</li> <li>F. Take all reasonable precautions to provide for health and safety of the students and protect equipment and facilities.</li> <li>G. Work to establish and maintain open lines of communication with students and their parents concerning both the broad academic and behavioral progress of students.</li> <li>H. Assist in determining and evaluating educational goals consistent with district philosophy and strive to implement those goals by instruction and action.</li> <li>I. Cooperate with other members of the staff in planning instructional goals, objectives, methods, and the development of district curriculum.</li> <li>J. Assist in the selection of books, equipment, and other instructional materials.</li> <li>K. Plan and supervise purposeful assignments for teacher aide(s), and volunteers when they are available.</li> <li>L. Assist the administration in implementing policies and rules governing student life and conduct.</li> <li>M. Attend and participate in faculty meetings.</li> <li>N. Strive to achieve professional growth through an ongoing program designed to supplement and enhance teacher ability.</li> <li>O. Perform such other duties as may be assigned.</li> </ul>

Terms of  
Employment: The employment period shall be for 173 days per year. Salary will be determined by the Board

Evaluation: Performance of this position will be evaluated at least once a year by the principal.

-----  
By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

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*We believe in excellence in teaching and learning.*

Procedure History:  
Promulgated on: 6/18/12

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Title: **Certified Librarian**

Qualifications: As established by state certification requirements; such other qualifications of academic, professional, and personal excellence as the Board may specify.

Primary Responsibility to: Principal

Performance Tasks: The Certified Librarian shall:

- A. Be knowledgeable of and uphold all policies in District policy pertaining to teachers and students as applicable.
- B. Evaluate, select, and requisition new library materials.
- C. Assist teachers in the selection of books and other instructional materials.
- D. Inform teachers and other staff members concerning new materials the library acquires.
- E. Maintain a comprehensive and efficient system for cataloging all library materials, and instruct eachers and students on use of the system.
- F. Work with teachers in planning those assigruncnts likely to lead to extended use of library resources.
- G. Participate in instructional or curriculum meetings.
- H. Recommend expenditures from the library budget.
- I. Supervise and train library aides throughout the District in performance of their duties.
- J. Oversee the use of computers by students in the library.
- K. Oversee the use of all audio-visual equipment.
- L. Perform such other duties as maybe assigned.

Terms of Employment: The employment period shall be for 173 days per year. Salary will be determined by the Board

Evaluation: Performance of this position will be evaluated at least once a year by the principal.

-----  
By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

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Procedure History:

Promulgated on: 6/18/12

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Title: **Music Teacher**

Qualifications: As established by state certification requirements; such other qualifications of academic, professional, and personal excellence as the Board may specify.

Primary Responsibility to: Principal

Performance Tasks: The Music Teacher shall:

- A. Be knowledgeable of and uphold, all policies pertaining to teachers and student as specified in District and building policies.
- B. Develop and implement an instrumental and vocal music program which will teach the basic fundamentals and provide students with an opportunity to perfect the same.
- C. Rehearse and perform at appropriate school and/or community events as required or requested.
- D. Organize and direct practices and performances of vocal and instrumental groups.
- E. Recommend purchase of music and equipment.
- F. Maintain records on supplies such as music and instruments and see to their proper upkeep.
- G. Perform such other duties as may be assigned.

Terms of Employment: The employment period shall be for 173 days per year. Salary will be determined by the Board

Evaluation: Performance of this position will be evaluated at least once a year by the principal.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

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Procedure History:  
Promulgated on: 6/18/12

Title: **Driver Education Teacher**

Qualifications: As established by state certification requirements; such other qualifications of academic, professional, and personal excellence as the Board may specify.

Primary  
Responsibility to: Superintendent

Performance Tasks: The Driver Education Teacher shall:

- A. Be knowledgeable of, and uphold, all policies pertaining to teachers and students as specified in District policy.
- B. Organize and implement summer and regular school year program.
- C. Confer with superintendent to secure necessary automobiles and determine that they are properly equipped registered and insured.
- D. Plan, implement, and evaluate an instructional program which will teach student manipulative skills, defensive driving techniques, and perceptive skills necessary for modern-day driving through traditional instruction, and on-the-road behind-the-wheel training.
- E. Prepare and maintain all necessary records and reports.
- F. Arrange for the servicing of the driver training car (gasoline, oil, washing, and other minor repairs) and arrange for other maintenance services as needed.
- G. Evaluate student performance and issue appropriate grades.
- H. Perform such other duties as may be assigned.

Terms of  
Employment: The employment period shall be commensurate with the needs of the students. Salary will be set by the Board.

Evaluation: Performance of this position will be evaluated at least once a year by the superintendent.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

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Procedure History:

Promulgated on: 6/18/12

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Title:	<b>Business Manager/Treasurer</b>
Qualifications:	Demonstrated ability in the areas of budget, finance, payroll and such other qualifications of academic, professional and personal excellence as the Board of Trustees may specify.
Primary Responsibility to:	Superintendent
Performance Tasks:	<p>The Business Manager/Treasurer shall:</p> <ul style="list-style-type: none"> <li>A. Accurately report the School District's accounting and financial condition/records to the Board of Trustees, auditors, state, and local sources and patrons of the school district. This includes revenues and expenditures for all school district funds.</li> <li>B. Assure that all financial and accounting records are maintained in conformity with generally acceptable accounting procedures along with local, state and federal rules and regulations.</li> <li>C. Assure that the school district's payroll is properly processed and maintained in conjunction with all federal and state laws, rules and regulations.</li> <li>D. Accurately complete reports to the State Department of Education relative to the financial and budgetary position of the school district. Such reports would include but not be limited to ISEE, annual report, and data acquisition.</li> <li>E. Assist the superintendent in developing budget guidelines, coordinating preparation of the budget and monitoring the budget after it is developed and approved.</li> <li>F. Provide advanced warning of changes in expenditures or revenues as compared to the adopted budget.</li> <li>G. Maintain the financial management system and employee management system currently in place and update software and hardware as increased efficiency dictates change.</li> <li>H. Monitor all purchase orders to determine accuracy of information, including pricing and coding.</li> <li>I. Maintain a record of the daily balances in the cash accounts and oversee reconciling general ledger cash balances to monthly bank reconciliation.</li> <li>J. Prepare adjusting journal entries as needed.</li> <li>K. Assure than any fiscal-year-end and calendar-year-end file maintenance is completed.</li> </ul>

- L. Monitor the cash flow of the school district and investments as specified by state statute and sound investment guidelines.
- M. Maintain data used to assist the board negotiations team during the process of negotiations.
- N. Assure that the accounts payable clerk and payroll/personnel clerk are cross-trained to fill in as the business manager in the absence of the business manager.
- O. Shall account for the deposit of all moneys of the school district in accordance with the provisions of the public depository law.
- P. Will supervise the accounts payable clerk as well as the payroll/personnel clerk.
- Q. Provide public information to the public as per the public information policy.
- R. Perform such other duties as may be assigned.

Terms of

Employment:

The employment period and salary shall be determined by the Board . Employment in this position shall be "at will" and may be discontinued at the discretion of the school district at any time, with or without cause.

Evaluation:

Performance of this position will be evaluated at least once a year by the superintendent.

-----  
By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

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Procedure History:

Promulgated on: 6/18/12

Title: **Payroll/Personnel Clerk**

Qualifications: Demonstrated ability in the areas of payroll and such other qualifications of academic, professional and personal excellence the Board may specify.

Primary Responsibility to: Business Manager

Performance Tasks: The Payroll/Personnel Clerk shall:

- A. Assure that the school district's payroll is properly processed and maintained in conjunction with all federal and state laws, rules and regulations.
- B. Analyze and prepare benefit applications and payments.
- C. Check employment contracts and terms of employment sheets with payroll for accuracy with final approval by business manager.
- D. Work with business manager to accurately complete reports to the State Department of Education relative to the district personnel. Such reports would include but not be limited to ISEE, personnel attendance, highly qualified teacher certification, personnel history and credential information..
- E. Facilitate new employee sign-ups. Prepare, distribute and follow-up new employee payroll information to make sure personnel files are complete prior to first pay period, i.e. W4, 1-9, Fingerprinting, applications, benefits, etc.
- F. Process and distribute employee pay checks.
- G. Complete all monthly, quarterly and yearly payroll reports in accurate and timely manner.
- H. Process social security, retirement, group health and all other employee benefit programs.
- I. Provide information to the auditor, as requested.
- J. Assist in the publication of information as required by Idaho Code or as assigned.
- K. Prepare annual staff directory.
- L. Maintain employee personnel files.
- M. Update and keep current and correct personnel data base and certified employee credits on data base.
- N. Notify business manager of any certified employee that is eligible to move across salary schedule.
- O. Update sick days, personal days, vacation and professional and bereavement days by the 15<sup>th</sup> of each month.
- P. Keep current and history of job openings in binder.



Q. Advertise job opening as required and at local Job Service.

R. Perform other duties as may be assigned.

Terms of

Employment:

The employment period and salary shall be determined by the Board. Employment in this position shall be "at will" and may be discontinued at the discretion of the school district at any time, with or without cause.

Evaluation:  
manager.

Performance of this position will be evaluated at least once a year by the business

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

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Procedure History:

Promulgated on: 6/18/12

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Title: **Accounts Payable Clerk**

Qualifications: Demonstrated ability in the areas of accounts payable and such other qualifications of academic, professional and personal excellence as the Board may specify.

Primary Responsibility to: Business Manager

Performance Tasks: The Accounts Payable Clerk shall:

- A. Date stamped all invoices received must be on the day that it was received.
- B. Ensure that all purchase orders are signed by the principal or supervisor who is responsible for that fund.
- C. Initial all invoices noting that items that were received.
- D. Return to sender all invoices that do not have an assigned purchase order.
- E. Bring to the attention of the business manager any invoices that are an exception to the above.
- F. Include all invoices that are dated on or by the 10th of the month on the list of bills to be approved at that month's board meeting.
- G. Mail checks that have been approved for payment on the day following the Board meeting.
- H. Give all voided checks to the business manager, as soon as they are determined to be voided. Include a short explanation of why they have been voided.
- I. Prepare and review monthly list of bills with business manager before submitting to Board members in monthly Board packet.
- J. Prepare, distribute and report 1099 forms.
- K. Assist in the preparation and distribution of monthly board packets. Post and prepare affidavit of posting of all public meetings with copies of all in binder.
- L. Answer telephones if receptionist/secretary is unavailable.
- M. File as needed.
- N. Maintain office inventory and order supplies as needed.
- O. Assign purchase orders as requested.

- P. Provide vendor account history as requested.
- Q. Work with vendors on accounts when needed.
- R. Maintain district inventory/asset program.
- S. Process travel and work order Requests.
- T. Maintain current scrapbook on school business from newspaper and posting notices.
- U. Prepare meeting room for Board and administrative meetings.
- V. Perform such other duties as may be assigned.

Terms of

Employment:

The employment period and salary shall be determined by the Board. Employment in this position shall be "at will" and may be discontinued at the discretion of the school district at any time, with or without cause.

Evaluation:  
manager.

Performance of this position will be evaluated at least once a year by the business

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

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Procedure History:

Promulgated on: 6/18/12

Title: **Board Clerk**

Qualifications: As determined by the Board of Trustees

Primary  
Responsibility to: Superintendent

Performance Tasks: The Board Clerk shall:

- A. Generate official Board documents, manage district elections and serve as secretary to the Board.
- B. Maintain care and custody of the records, books and documents of the Board.
- C. Perform such other duties as may be assigned.

Terms of  
Employment: The employment period and salary shall be determined by the Board. Employment in this position shall be "at will" and may be discontinued at the discretion of the school district at any time, with or without cause.

Evaluation: Performance of this position will be evaluated at least once a year by the superintendent.

-----  
By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

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Procedure History:

Promulgated on: 6/18/12

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Title: **Programs Office Secretary**

#### QUALIFICATIONS

1. High school diploma, preference may be given to applicants with college education
2. High level of competence in typing, filing, and general computer knowledge
3. Works well with students, staff, and the public
4. Excellent organizational skills
5. Maintain confidentiality of staff and students

PRIMARY RESPONSIBILITY TO  
Special Education Director

#### JOB SUMMARY

To assist the director in the efficient operation of the Programs Office so a maximum positive impact can be made on the students served by it. To carry out all secretarial and clerical duties necessary for the smooth and efficient operation of the office.

#### MAJOR DUTIES AND RESPONSIBILITIES

1. Receive and route incoming calls and correspondence
2. Arrange meetings, prepare agendas, and handle follow-up activities as necessary
3. Assist, log in, and direct visitors to the school
4. Type documents such as reports, staff duty rosters, correspondence, handbooks, letters, student records, memos, and monthly statements
5. Maintain billing records and bill Medicaid for services provided by the district.
6. Maintain a well-organized, up-to-date filing system
7. Operate equipment, such as computers, copiers, intercom systems, calculators, laminators, telephone systems, and scanners
8. Assist in monitoring and maintaining Special Education files and reports, providing access to information as appropriate
9. Handle student information and records in a responsible and confidential manner
10. Keep immediate supervisor informed of activities and any issues that may arise
11. Assume responsibility for his or her continuing professional growth and development by attendance at staff development trainings as recommended by the Director.
12. Seek assistance should emergencies arise
13. Represent the school district in a positive manner
14. Know and follow school district policy and chain of command
15. Perform other duties as assigned

#### EVALUATION

Performance of this position will be evaluated annually by the Special Education Director in conformance with federal and state law, administrative rules, and Board policy.

#### TERMS OF EMPLOYMENT

This position shall be considered in all respects "employment at will". The "employment period" and other descriptions and terms set forth in this job description shall not create a property right for the employee. These are set forth in a "Terms of Employment" only to advise the employee of when and what type of services will be required by the district so long as the employment continues.

Legal Reference: I.C. § 33-512 Governance of Schools  
I.C. § 33-1210 Information on Past Job Performance

Title: **School Secretary, Head**

Qualifications: Demonstrated ability to successfully accomplish the performance tasks listed below.

Primary  
Responsibility to: Principal

Performance Tasks: The School Secretary shall:

- A. Encourage feelings of ease and confidence in students and parents and be positive when dealing with students, teachers, and parents.
- B. Supervise other office staff.
- C. Supervise students in emergency situations.
- D. Keep attendance reports as required.
- E. Keep permanent records.
- F. Prepare an inventory of supplies and equipment.
- G. Prepare requisitions for books and other instructional materials.
- H. Keep accident reports and maintain students' insurance files.
- I. Collect and receipt all monies from school activities and functions. Maintain financial records regarding all funds and submit reports of same to the district office.
- J. Serve as school receptionist, meeting all parents, students, and sales representatives.
- K. Complete routine clerical duties including the typing of correspondence, reports and memorandums.
- L. Schedule appointments, meetings, and conferences as appropriate.
- M. Receive and appropriately dispense supplies and compile record of such.
- N. Complete enrollment and registration procedures, including filling out enrollment forms and insurance forms. Assist in placement of students in classes.
- O. Care for ill or injured students as necessary, contacting parents as instructed.
- O. Assist teachers in preparing instructional materials as appropriate. Operate various office machines, such as fax, computer, and photocopier. Supervise office aides.
- P. Perform such other duties as may be assigned.

Terms of  
Employment: The employment period and salary shall be determined by the Board. Employment in this position shall be "at will" and may be discontinued at the discretion of the school district at any time, with or without cause.

Evaluation: Performance of this position will be evaluated at least once a year by the principal.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

Our Mission: In partnership with families and communities, Joint School District No. 171 is committed to provide a positive and collaborative environment that enables all students to become respectful, self-directed, independent, and motivated life-long learners who have knowledge and life skills necessary to meet the complex challenges of a rapidly changing world.

*We believe in excellence in teaching and learning.*

Procedure History:

Promulgated on: 6/18/12

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Title: **Assistant Secretary**

Qualifications: Demonstrated ability to successfully accomplish the performance tasks listed below.

Primary  
Responsibility to: Head School Secretary

Performance Tasks: The Assistant School Secretary shall:

- A. Encourage feelings of ease and confidence in students and parents and be positive when dealing with students, teachers, and parents.
- B. Supervise students in emergency situations.
- C. Keep permanent records.
- D. Prepare an inventory of supplies and equipment.
- P. Prepare requisitions for books and other instructional materials.
- E. Keep accident reports and maintain students' insurance files.
- F. Collect and receipt all monies from school activities and functions. Maintain financial records regarding all funds and submit reports of same to the district office.
- Q. Serve as school receptionist, meeting all parents, students, and sales representatives.
- R. Complete routine clerical duties including the typing of correspondence, reports and memorandums.
- G. Schedule appointments, meetings, and conferences as appropriate.
- H. Receive and appropriately dispense supplies and compile record of such.
- I. Complete enrollment and registration procedures, including filling out enrollment forms and insurance forms. Assist in placement of students in classes.
- J. Care for ill or injured students as necessary, contacting parents as instructed.
- O. Assist teachers in preparing instructional materials as appropriate. Operate various office machines, such as fax, computer, and photocopier. Supervise office aides.
- P. Perform such other duties as may be assigned.

Terms of  
Employment: The employment period and salary shall be determined by the Board. Employment in this position shall be "at will" and may be discontinued at the discretion of the school district at any time, with or without cause.

Evaluation: Performance of this position will be evaluated at least once a year by the building administrator in cooperation with the Head School Secretary.

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By signing below, I acknowledge that I have read and understand the above job description.



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Employee's Signature

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Date

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*We believe in excellence in teaching and learning.*

Procedure History:

Promulgated on: 6/18/12

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Title: **Instructional Aide**

Qualifications: High school diploma or equivalent and have: 1) completed two years of college or 32 hours of academic credit, 2) obtained an academic associate's degree or a higher degree, or 3) demonstrated knowledge of and ability to assist in instructing reading readiness, writing reading, and mathematics readiness by successfully passing the ParaPro Assessment.

Primary Responsibility to: Supervising Teacher

Performance Tasks: The Instructional Aide shall:

- A. Perform clerical work and have an understanding of standard clerical equipment.
- B. Work with the classroom teacher to develop specific programs to help with the instruction of below-grade level students.
- C. Work individually and with small groups of students in an instructional capacity in language arts, reading, math and behavior.
- D. Participate in parent conferences when appropriate.
- E. Maintain necessary records to comply with regulations and evaluate students' progress.
- F. Assist teacher in charting, and recording behavior.
- G. Carry out instructional programs designed by teacher.
- H. Work with teacher to develop classroom schedules.
- I. Supervise children in hallway, lunchroom, and playground.
- J. Tutor all classroom subjects before, during and after school.
- K. Assist in handling crisis problems and behavior management.
- L. Perform such other duties as may be assigned.

Terms of Employment: The employment period and salary shall be determined by the Board. Employment in this position shall be "at will" and may be discontinued at the discretion of the school district at any time, with or without cause.

Evaluation: Performance of this position will be evaluated at least once a year by the principal in cooperation with the supervising teacher.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

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Title: **Speech Aide**

Qualifications: High school diploma or equivalent and have: 1) completed two years of college or 32 hours of academic credit, 2) obtained an academic associate's degree or a higher degree, or 3) demonstrated knowledge of and ability to assist in instructing reading readiness, writing reading, and mathematics readiness by successfully passing the ParaPro Assessment.

Primary Responsibility to: Speech Language Pathologist

Performance Tasks: The Speech Aide shall:

- A. Perform clerical work and have an understanding of standard clerical equipment.
- B. Work with the classroom teacher to develop specific programs to help with the instruction of students.
- C. Work individually and with small groups of students in an instructional capacity.
- D. Administer and score tests to establish criteria for helping individual student.
- E. Maintain necessary records to comply with regulations and evaluate student's progress.
- F. Maintain medicaid data sheets and medicaid reimbursement sheets.
- G. Perform such other duties as may be assigned.

Terms of Employment: The employment period and salary shall be determined by the Board. Employment in this position shall be "at will" and may be discontinued at the discretion of the school district at any time, with or without cause.

Evaluation: Performance of this position will be evaluated at least once a year by the speech language pathologist in cooperation with the special education director and building principal.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

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*We believe in excellence in teaching and learning.*

Procedure History:  
Promulgated on: 6/18/12

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Title: **Library Aide**

Qualifications: High school diploma or equivalent and have: 1) completed two years of college or 32 hours of academic credit, 2) obtained an academic associate's degree or a higher degree, or 3) demonstrated knowledge of and ability to assist in instructing reading readiness, writing reading, and mathematics readiness by successfully passing the ParaPro Assessment.

Primary

Responsibility to:

Principal

Performance Tasks:

The Library Aide shall:

- A. Be knowledgeable of, and uphold, all policies in District Policy handbook pertaining to teachers and students as applicable.
- B. Evaluate, select, and requisition new library materials.
- C. Assist teachers in the selection of books and other instructional materials.
- D. Inform teachers and other staff members concerning new materials the library acquires.
- E. Maintain a comprehensive and efficient system for cataloging all library materials, and instruct teachers and students on use of the system.
- F. Work with teachers in planning those assignments likely to lead to extended use of library resources.
- G. Participate in instructional or curriculum meetings.
- H. Recommend expenditures from the library budget.
- J. Oversee the use of computers by students in the library.
- K. Oversee the use of all audio-visual equipment.
- L. Perform such other duties as may be assigned.

Terms of

Employment:

The employment period and salary shall be determined by the Board. Employment in this position shall be "at will" and may be discontinued at the discretion of the school district at any time, with or without cause.

Evaluation:

Performance of this position will be evaluated at least once a year by the principal in cooperation with the certified librarian.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

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Procedure History:

Promulgated on: 6/18/12

Title: **Food Service Director**

Qualifications: High school diploma. Post-secondary food service training or work experience is desirable. Meets all mandated health requirements (e.g., a negative tuberculosis test, etc.). A record free of criminal violations that would prohibit public school employment. Ability to monitor and manage compliance with nutrition, health, and safety laws/regulations. Ability to accurately compute and record mathematical data. The interpersonal, problem-solving and organizational skills required to supervise the food service program. The ability to perform the tasks listed below. Such other qualifications of academic, professional, and personal excellence as the Board of Trustees may specify.

Primary  
Responsibility to: Superintendent

Job Goal: Supervise the planning, delivery, assessment, and ongoing improvement of food service operations in a manner that supports the District's mission.

Performance Tasks: The Food Service Director shall:

- A. Supervise food service operations (e.g. staffing, menu planning, purchasing, warehousing, distribution, inventory, food preparation, record keeping, etc.) Monitor customer satisfaction and market the program to maximize profits.
- B. Analyze data to improve food service operations. Monitor community demographics, resources, and emerging trends. Help develop and implement the district's strategic plan.
- C. Provide staff leadership. Engender staff enthusiasm and teamwork. Promote a safe, efficient, and effective working/learning environment. Advance the change process and implement strategies and time-frames to accomplish organizational objectives. Maintain open/effective communications. Use problem-solving techniques to tactfully address questions/concerns.
- D. Administer the food service budget. Approve the purchase of food, supplies and equipment. Ensure that program resources are equitably apportioned.
- E. Manage cost-control programs. Obtain price quotes. Prepare comparative data (e.g., quality, warranties, discounts, delivery dates, etc.). Approve invoices for payment. Prepare revenue/expense projections. Maintain accurate inventory records.
- F. Comply with all reporting requirements. Ensure compliance with mandated regulations (e.g., hazard analysis of critical control points, portion size, sanitation procedures, etc.). Review applications for free and reduced meals. Maintain the confidentiality of privileged information.
- G. Participate in food service staff selection and orientation processes. Ensure the equitable distribution of workload. Train food service staff in procedures to effectively accomplish assigned duties. Verify employees' monthly timesheets. Evaluate kitchen managers at least once a year using district-approved forms.
- H. Publish menus. Make available a variety of food choices that appeal to consumer preferences.
- I. Manage food preparation activities. Ensure that meals meet USDA child nutrition guidelines.

- J. Address the needs of students with health conditions that necessitate dietary modification.
- K. Account for all meals. Prepare/make bank deposits. Submit records to District Office.
- L. Participate as an active member of the District Leadership Team. Coordinate Food Service Program activities with other departments and outside agencies. Uphold board policies and follow administrative guidelines/procedures.
- M. Oversee proper maintenance to kitchen areas.
- N. Perform such other duties as assigned by the superintendent.

**Terms of**

**Employment:**

The employment period shall be for 220 days per year. Salary will be based on the approved salary schedule. Employment in this position shall be "at will" and may be discontinued at the discretion of the school district at any time, with or without cause.

**Evaluation:**

Performance of this position will be evaluated at least once a year by the superintendent.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

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Procedure History:

Promulgated on: 4/28/08

Revised on: 6/18/12

Title:	<b>Kitchen Manager</b>
Qualifications:	Demonstrated ability to successfully accomplish the performance tasks listed below.
Primary Responsibility to:	Food Service Director
Performance Tasks:	<p>The Kitchen Manager shall:</p> <ul style="list-style-type: none"> <li>A. Supervise and instruct kitchen personnel in the safe, proper, and efficient use of all kitchen equipment.</li> <li>B. Maintain the highest standards of safety and cleanliness in the kitchen.</li> <li>C. Check food shipments into the school, signing invoices only after each order has been verified.</li> <li>D. Determine the quantities of each food to be prepared daily, with the assistance of the food service director.</li> <li>E. Determine the size of servings to meet the necessary age requirements with the assistance of the food service director.</li> <li>F. Prepare food according to a planned menu and tested, uniform recipes, and determine if the finished product is of best quality both in flavor and appearance before it is served. Supervise and assist in the serving of food.</li> <li>G. Oversee the locking of the storeroom and the maintaining of a correct monthly inventory.</li> <li>H. Order all necessary supplies on a weekly basis.</li> <li>I. Report immediately any problem or accident occurring in the kitchen or the cafeteria area.</li> <li>J. Supervise and assist with the daily cleaning of all cafeteria equipment and the washing and sterilizing of all dishes, silverware and utensils.</li> <li>K. Prepare all reports as directed by the food service director.</li> <li>L. Maintain accurate daily HACCP and reduction records for all meals served.</li> <li>M. Be in charge of ticket sales.</li> <li>N. Generate daily and weekly deposit information.</li> <li>O. Evaluate kitchen staff at least once a year using district-approved forms.</li> <li>P. Perform such other duties as may be assigned.</li> </ul>

Terms of  
Employment:       The employment period shall be for 157 days per year. Salary will be based on the Board-  
approved salary schedule. Employment in this position shall be “at will” and may be  
discontinued at the discretion of the school district at any time, with or without cause.

Evaluation:         Performance of this position will be evaluated at least once a year by the food service  
director.

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By signing below, I acknowledge that I have read and understand the above job description.

<hr/>	<hr/>
Employee’s Signature	Date

Our Mission: In partnership with families and communities, Joint School District No. 171 is committed to provide a positive and collaborative environment that enables all students to become respectful, self-directed, independent, and motivated life-long learners who have knowledge and life skills necessary to meet the complex challenges of a rapidly changing world.

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Procedure History:  
Promulgated on: 6/18/12

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Title: **Cook**

Qualifications: Demonstrated ability to successfully accomplish the performance tasks listed below.

Primary  
Responsibility to: Kitchen Manager

Performance Tasks: The Cook shall:

- A. Assist in the preparation and serving of food in a quick and pleasant manner.
- B. Assist in the responsibility for determining that during meal service periods the supply of foods offered is replenished regularly.
- C. Assist in the daily clean up of the kitchen and service areas.
- D. Assist in the major cleaning of refrigerators and storerooms at regularly scheduled intervals as designated by the kitchen manager.
- E. Assist in the responsibility for the proper storage and disposal of unused foods.
- F. Assist in maintaining accurate daily HACCP and production records for all meals served.
- G. Perform such other duties as may be assigned.

Terms of  
Employment: The employment period shall be for 157 days per year. Salary will be based on the Board-approved salary schedule. Employment in this position shall be "at will" and may be discontinued at the discretion of the school district at any time, with or without cause.

Evaluation: Performance of this position will be evaluated at least once a year by the kitchen manager and food service director.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

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Procedure History:  
Promulgated on: 6/18/12

Title: **Server**

Qualifications: Demonstrated ability to successfully accomplish the performance tasks listed below.

Primary  
Responsibility to: Kitchen Manager

Performance Tasks: The Server shall:

- A. Assist in the preparation and serving of food in a quick and pleasant manner.
- B. Assist in the responsibility for determining that during meal service periods the supply of foods offered is replenished regularly.
- C. Assist in the daily clean up of the kitchen and service areas.
- D. Assist in the major cleaning of refrigerators and storerooms at regularly scheduled intervals as designated by the kitchen manager.
- E. Assist in the responsibility for the proper storage and disposal of unused foods.
- F. Perform such other duties as may be assigned.

Terms of  
Employment: The employment period shall be for 148 days per year. Salary will be based on the Board-approved salary schedule. Employment in this position shall be "at will" and may be discontinued at the discretion of the school district at any time, with or without cause.

Evaluation: Performance of this position will be evaluated at least once a year by the kitchen manager and food service director.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

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Procedure History:

Promulgated on: 6/18/12

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Title: **MAINTENANCE/CUSTODIAL SUPERVISOR**

#### QUALIFICATIONS

1. High school diploma or General Education Degree (GED)
2. Has a driver's license and excellent driving record
3. Relevant training preferred
4. Minimum experience in maintenance, cleaning methods and procedures, repairs, security, heating and ventilation, care of carpet, cleaning, housekeeping, and proper handling of hazardous materials, electrical, and plumbing and direct supervision of maintenance personnel, or an equivalent mix of maintenance and custodial experience of large corporate facilities including school maintenance experience preferred
5. Is familiar with material safety data sheets and asbestos abatement documents
6. Ability to respond to a wide variety of institutional situations and emergencies at any time, including fire alarms, sprinkler activation, heat, access, elevator, transportation, refrigeration, and safety problems that arise
7. Knowledge of building codes, federal and state law, administrative rules, and Board policy pertaining to fire, workplace safety, and the environment
8. Supervisory ability
9. Ability to perform long periods of standing; walking; climbing; bending; stooping; kneeling; bending and twisting at the neck and trunk; moving of furniture; pushing/pulling items such as tables, bleachers, and scrubbing machines; frequent lifting of objects weighing up to fifty pounds and occasionally move objects weighing up to ninety pounds; and climbing ladders
10. Ability to use hands and fingers to handle or feel objects, to reach above the head and reach forward, to grasp tools
11. Have a working knowledge of budget procedures and the ability to provide cost estimates for necessary upkeep, and to work within specific budget guidelines
12. Self-motivated
13. Works well under pressure and deadlines
14. Works well with students, staff, and the community
15. Excellent interpersonal, communication, and organizational skills
16. Maintain confidentiality of staff and students

#### PRIMARY RESPONSIBILITY TO

Building Principal and Superintendent

#### JOB SUMMARY

To oversee the custodial operations of individual school facilities and ensure a safe, clean, and comfortable school environment. To maintain the physical grounds in an excellent condition so that full use of grounds are available at all times and are aesthetically pleasing to staff and the general public.

#### MAJOR DUTIES AND RESPONSIBILITIES

##### Supervisory Duties

1. Schedule daily tasks, supervise the work of the custodians, and participate in daily cleaning of facilities
2. Participate in the assignment and scheduling of the custodial staff
3. Assist in interviewing, screening, and recommending for hire, promotion, or termination of custodians
4. Help new employees learn rules, procedures, and duties; and provide hands-on training
5. Monitor the time records of custodians working during the day, certify them for salary payment, and turn time sheets in at the district office
6. Evaluate the performance of custodians in accordance with Board guidelines, the superintendent's instructions, and any contract requirements
7. Communicate information and needed repairs to night shift staff for further follow up or repair
8. Work with the building principals in establishing guidelines for the division of responsibility for minor in-school repairs and emergency repairs
9. If the Board adopts a dress code or uniforms for custodians, ensure that custodians conform to the

dress code

10. Periodically inform the Board of opportunities to improve the policy on uniforms

#### Finances & Inventory

1. Assist in the formulation of the maintenance and janitorial budgets
2. Authorize all expenditures from these budget categories throughout the year
3. Select the supplies, tools, equipment, and fuel to be used and maintain an appropriate inventory of them
4. Purchase in accordance with budgetary limitations and district policies
5. Supervise and oversee the improvement and renovation work performed by both in-house personnel and outside contractors, verifying that terms of all such contracts have been fulfilled before recommending final payment
6. Check invoices and prepare purchase orders monthly so bills will be paid on time

#### Maintenance Emergencies and Safety

1. Respond to emergencies such as lock problems, core changes, elevator malfunctions, floods, sewage back-ups, and urgent cleanup of substances such as bodily fluids or broken glass.
2. Use a cell-phone or two-way radio to communicate with other staff and emergency personnel to provide information regarding the incident
3. Call in and assist maintenance experts, such as plumbers, roofers, etc., during emergency situations
4. Remain on school premises during working hours unless specific tasks off-campus
5. Be on-call and available for maintenance emergencies
6. Ensure that all federal and state law, administrative rules, and Board policy pertaining to plant maintenance and operation, fire, safety, and the environment are followed
7. Comply with all federal and state law, administrative rules, and Board policy pertaining to the storage and disposal of recyclables, trash, waste, and debris
8. Assist in updating safety and security plans and procedures for drilling, managing and responding to school emergencies
9. Act as the designated safety person for the district, and be responsible for all safety.
10. Coordinate with local emergency responders during safety drills

#### Other Building Maintenance

1. Be responsible for the opening and closing of the school each day
2. Check regularly to ensure that all exit doors and panic devices are working properly
3. Operate heat, ventilation, and air conditioning systems to provide temperatures appropriate to the season and to ensure economical use of fuel, water, and electricity
4. Examine school buildings on a regular basis for necessary repairs and maintenance
5. Confer with the building principal regarding necessary repairs
6. Conduct periodic inspections and tests of all electrical installations in the school to ensure their safe condition
7. Conduct an ongoing program of general and preventative maintenance, upkeep, and repair, making minor repairs and arranging for specialists to attend to major repair needs, unsafe situation, vandalism, or other damage to school property as needed
8. Arrange for and supervise maintenance work such as electrical, roofing, plumbing, fencing, asphalt, concrete, ceilings, and other work too extensive to personally complete
9. Estimate the cost of repair projects in terms of labor, material, and overhead
10. Move furniture or equipment within the building as required for various activities and as needed
11. Complete job orders as assigned
12. Plan and oversee all maintenance and repair work in the building
13. Establish and recommend priorities on repair projects
14. Identify maintenance problems, and troubleshoot or diagnose a problem and determine root causes and corrective action
15. Perform minor emergency repairs

#### Grounds Maintenance

1. Keep buildings and premises, including sidewalks, roof drains, driveways, and play areas neat and clean at all times
2. Develop schedules for routine grounds activities, as well as short and long range plans for construction, landscaping, and major repairs to or replacement of grounds equipment, and assist with such activities as necessary
3. Trim, mow, water, weed, and fertilize all planted areas as necessary
4. Ensure that sport fields are mowed for athletic events
5. Be responsible for all safety inspections to school grounds according to local, state, and federal guidelines
6. Maintain tools and equipment and guard against breakage, loss, and theft
7. Operate all maintenance vehicles in a safe and lawful manner
8. Be responsible for monitoring fuel and water systems according to state requirements

#### Other

1. Remain on school premises for entire shift unless required to leave for work-related errands or meetings
2. May be required to wear a standard uniform selected by the district for security purposes
3. Plan for, review, and monitor all district capital projects.
4. Work with the Board's architectural and or engineering firms on capital projects and district initiatives.
5. Apply for permits before beginning work that requires permitting and inspection by a licensed code official
6. Maintain records to allow the Board to remain informed about the number and status of maintenance and repair projects being done pursuant to permits
7. Assist the business administrator with preparation and implementation of the Long Range Facilities Plan
8. Maintain and prepare work related records and reports as directed
9. Assist with the set-up and coordination of school and public use of facilities
10. Attend appropriate Board committee and other meetings
11. Assume responsibility for his or her continuing professional growth and development through such efforts as attendance at in-services
12. Keep immediate supervisor informed of activities and any issues that may arise
13. Represent the school district in a positive manner
14. Know and follow school district policy and chain of command
15. Perform other duties as assigned

#### EVALUATION

Performance of this position will be evaluated annually by the building principal and/or superintendent in conformance with federal and state law, administrative rules, and Board policy.

#### TERMS OF EMPLOYMENT

This position shall be considered in all respects "employment at will". The "employment period" and other descriptions and terms set forth in this job description shall not create a property right for the employee. These are set forth only to advise the employee of when and what type of services will be required by the district so long as the employment continues.

Adopted: 4/1/2016

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Title: **Custodian**

Qualifications: Knowledge of cleaning procedures; ability to lift up to 50 pounds on a regular basis and physically capable of crawling, lifting, climbing and other functions as required by the position to perform tasks; the interpersonal, problem-solving and organizational skills, knowledge and ability to perform the tasks listed below; and such other qualifications of professional and personal excellence as the Board of Trustees may specify.

Primary  
Responsibility to: Head Custodian

Job Goals: To maintain an attractive, sanitary and safe facility and grounds for students, staff and public.

Performance Tasks: The Custodian shall:

- R. Arrange furnishings and equipment for the purpose of providing adequate preparations for meetings, classroom activities and special events.
- S. Attend in-service training (e.g. blood-borne pathogens, cleaning solvents, floor care, first aid, etc.) for the purpose of maintaining a sanitary, safe and attractive environment.
- T. Clean and sanitize restrooms/bathrooms using established practice and procedure.
- U. Clean, dust and wipe furniture; sweep, mop or vacuum floors; empty/clean wastebaskets and trash containers.
- V. Strip, clean, buff and apply floor sealer and floor finish to hard surface floors, vacuum and shampoo carpets.
- W. Use and maintain assigned power equipment and hand tools.
- X. Wash walls and equipment; use ladders when required in work assignments.
- Y. Lock and unlock assigned building; secure building when facilities are not in use checking for unlocked doors and windows; report any unauthorized occupants; turn off lights.
- Z. Follow instructions regarding the use of chemicals and supplies. Use as directed.
- AA. Perform cleaning and related activities such as removing snow or debris from sidewalks and stairs in areas within sixteen feet of buildings.
- BB. Move furniture, equipment, supplies and tools on an incidental basis.
- CC. Wash accessible interior and exterior windows. Clean blinds. Launder cleaning rags and dust mops.
- DD. Inspect facilities for the purpose of ensuring that the site is suitable for safe operations, maintained in an attractive and clean condition, and/or identifying repairs due to vandalism, equipment breakage, weather conditions, etc.
- EE. Repair furniture and equipment as may be required (e.g. faucets, toilets, light fixtures, etc.) for the purpose of ensuring that items are available and in safe working condition.
- FF. Paint interior of classrooms, offices, restrooms, etc for the purpose of maintaining an attractive facility

GG. Respond to immediate safety and/or operational concerns (e.g. facility damage, alarms, graffiti, etc.) for the purpose of taking appropriate action to resolve immediate safety issues and maintaining a functional educational environment.

HH. Perform such other tasks as may be assigned by the Head Custodian.

Terms

of Employment:

The Board of Trustees will set the salary and benefits. The schedule of work shall be established as part of the terms of employment. Employment in this position shall be "at will" and may be discontinued at the discretion of the school district at any time, with or without cause.

Evaluation:

Performance of this position will be evaluated annually by the head custodian and building administrator.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

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*We believe in excellence in teaching and learning.*

Procedure History:

Promulgated on: 6/21/10

Revised on: 6/20/11, 6/18/12

Title: **Seasonal Groundskeeper**

Qualifications: A record free of criminal violations that would prohibit public school employment. The ability to perform the tasks listed below. Such other qualifications of academic, professional, and personal excellence as the Board of Trustees may specify.

Primary  
Responsibility to: Superintendent

Job Goal: Maintain attractive and safe grounds areas and athletic fields in a manner that supports the District's mission.

Performance Tasks: The Groundskeeper shall:

- A. Maintain landscaping and athletic fields (e.g. mow/trim lawns, rake leaves, pick up trash, prune/trim trees and hedges, etc.) for the purpose of preserving grounds in a healthy, attractive and safe condition. The "Orofino" groundskeeper is responsible for Orofino Elementary School, Orofino Junior High School, Orofino High School, Cavendish School, Programs Office and Bus Garage. The "hilltop" groundskeeper is responsible for Pierce Elementary School, Weippe Elementary School and play fields, Weippe Middle School, and Timberline Schools.
- B. Prepare grounds and athletic fields (e.g. fertilize soil, apply herbicides, irrigate) in accordance with established procedures.
- C. Maintain grounds keeping equipment (e.g. service, clean, adjust, minor repairs) to ensure safe operating condition
- D. Perform such other duties as assigned by the superintendent.

Terms of  
Employment: The employment period shall be for 16 hours/week during the mowing season. Salary will be based on the approved salary schedule. Employment in this position shall be "at will" and may be discontinued at the discretion of the school district at any time, with or without cause.

Evaluation: Performance of this position will be evaluated at least once a year by the superintendent.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

Our Mission: In partnership with families and communities, Joint School District No. 171 is committed to provide a positive and collaborative environment that enables all students to become respectful, self-directed, independent, and motivated life-long learners who have knowledge and life skills necessary to meet the complex challenges of a rapidly changing world.

*We believe in excellence in teaching and learning.*

Procedure History:

Promulgated on: 4/28/08

Revised on: 6/18/12

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## Job Description

Title: **Technology Director**

### Qualifications:

- ☐ Bachelor's degree with three or more years of successful experience in technology leadership.
- ☐ Preferred candidates shall have earned a Masters Degree with a valid educational credential with two or more years of successful classroom experience.
- ☐ Ability to provide positive leadership in creating a school environment conducive to teaching and learning that recognizes the needs and concerns of staff and students.
- ☐ Skill in establishing and maintaining effective working relationships with students, parents, staff, the public, board members and outside agencies.
- ☐ Successful experience in providing professional development to provide services across all aspects of the district.
- ☐ Knowledge and successful experience with the implementation of networks, Cisco routers, planning and deployment of software for use in a WAN
- ☐ Successful technology budgeting experience
- ☐ Successful experience of personnel management of both certified and classified staff.
- ☐ Knowledge of software licensing and accountability.
- ☐ Ability to communicate ideas in concise verbal and written statements.
- ☐ Demonstrated leadership in the area of shared decision making.
- ☐ Leadership and organizational skills.
- ☐ Willingness to participate in district, professional and community organizations and activities.
- ☐ Ability to perform the performance tasks listed below.

Primary Responsibility to: Superintendent

### Job Goals:

To facilitate a shared vision for comprehensive integration of technology. To ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.

Performance Tasks: The Technology Director shall:

- A. Develop, implement and monitor a dynamic, long-range and systemic technology plan that supports the mission of Joint School District No. 171.
- B. Provide visionary leadership to teachers, principals and support staff of the district on all aspects of technology.
- C. Identify, use and evaluate appropriate technologies to enhance and support curriculum and instruction that lead to high levels of student achievement.
- D. Assure that quality professional development opportunities exist for learning and teaching with technology.
- E. Develop, implement and monitor policies and guidelines to ensure compatibility to technologies with the LAN and WAN.
- F. Allocate financial and human resources to ensure full implementation of the technology plan.
- G. Implement strategic plans, technology plans, and policies to align efforts and resources.
- H. Review technology-related projects and programs to ensure that goals are met and that programs are compatible with other programs already in use.

- I. Use technology to collect and analyze data, interpret results, and communicate to improve learning and instructional practices.
- J. Assess staff knowledge, skills and performance in using technology and use results to facilitate quality professional development.
- K. Identify, communicate, model and enforce social, legal and ethical practices related to technology.
- L. Supervise and provide at least annual evaluation of the network supervisor and technology staff.
- M. Oversee all aspects of technology support for the local and wide area network, communication, student records, human resource records, financial records, transportation software and food service software.
- N. Use data to drive leadership decisions.
- O. Maintain a high level of supervision of the technology use plans and grants received to support technology.
- P. Revise, submit and gain approval for the District Technology Plan with the State of Idaho.
- Q. Ensure that all teachers and administrators are able to use the district's administrative information systems effectively to guide decisions.
- R. Seek outside funding for technology.
- S. Enhance district communication with other agencies through a district web page.
- T. Perform such other tasks as may be assigned by the Superintendent.

**Terms**

**of Employment:** The employment period shall be for 193 days. Salary will be based on the employee's appropriate place on the approved salary schedule.

**Evaluation:** Performance of this position will be evaluated annually by the superintendent.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

Our Mission: In partnership with families and communities, Joint School District No. 171 is committed to provide a positive and collaborative environment that enables all students to become respectful, self-directed, independent, and motivated life-long learners who have knowledge and life skills necessary to meet the complex challenges of a rapidly changing world.

*We believe in excellence in teaching and learning.*

**Procedure History:**

Promulgated on: 6/21/10

Revised on: 6/15/2012, 6/18/12

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Job Description

Title: **Network Supervisor**

Qualifications:

- ☐ AA degree in Information Systems or related field
- ☐ A minimum of 2 years' experience supervising Novell networks or 4 years of experience in information systems/networking
- ☐ Novell Certified Network Administrator (CNA)
- ☐ Training and experience in the following areas: Novell 6.5 network operating systems, Novell GroupWise 8, BorderManager, Lightspeed systems, HP network printing solutions, switching technologies, fiber optic and CAT5/6 topologies, familiarity with DOS and windows operating systems, familiarity with other networking operating systems (Linux, Novell Linux, Microsoft, Unix), familiarity with wireless network systems, familiarity with Visio or other network documentation software
- ☐ Preferred candidates will have Novell Certified Network Engineer (CNE)
- ☐ Skilled with technical operations of computer workstations
- ☐ Communicates effectively and works cooperatively with other staff

Primary

Responsibility to: Director of Technology

Job Goals: Manage local and wide area computer networks that utilize PC platforms. Maintain networked and stand-alone school computers, peripherals, and software in a manner that promotes educational excellence.

Performance Tasks: The Network Administrator will:

- A. Responsible for overall maintenance of School District 171 networks.
- B. Install/maintain network file servers; troubleshoot problem servers and apply patches.
- C. Responsible for back-up information on all servers.
- D. Research and recommend appropriate level of Network Operating Systems, patches and upgrades.
- E. Administer District 171 email system.
- F. Maintain computer hardware/software at assigned locations.
- G. Monitor, guide, assist and supervise computer technicians by providing technical expertise.
- H. Research and recommend appropriate upgrades and patches for computer technicians.
- I. Provide technical expertise to district computer technicians on network problems.
- J. Assist/advise the Director of Technology on all networking issues.
- K. Work cooperatively with district personnel, administration and technology personnel to support the technology program.
- L. Identify, communicate, model and enforce social, legal and ethical practices related to technology.
- M. Performs such other tasks and assume such other responsibilities that are legal, moral,

and ethical as the supervisor may assign.

Terms

of Employment: The employment period shall be determined by the technology director. Salary will be determined by the Board. Employment in this position shall be "at will" and may be discontinued at the discretion of the school district at any time, with or without cause.

Evaluation: Performance of this position will be evaluated annually by the technology director.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

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*We believe in excellence in teaching and learning.*

Procedure History:

Promulgated on: 6/18/12

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Job Description

Title: **Data Manager/Computer Technician**

Qualifications: A+ certification, Knowledge of DOS, Win2K, XP and 7 operating systems, Knowledge of CAT5/6 patch cable construction and proper placement, Skilled with technical operations of computer workstations, Communicates effectively and works cooperatively with other staff

Primary

Responsibility to:: Director of Technology

Job Goal: Maintain networked and stand-alone school computers, peripherals, and software in a manner which promotes educational excellence

Performance Tasks: The Data Manager/Computer Technician will:

- A. Maintain ISEE and Power School Data Systems to facilitate the transfer of data to the SDE and for use within the district.
- B. Maintain computer hardware/software at assigned locations.
- C. Perform regular computer maintenance.
- D. Install and configure application software.
- E. Install computer and network peripherals.
- F. Install network cards, sound cards, video cards, modem card, etc.
- G. Diagnose and repair hardware/software.
- H. Make Cat5e patch cables in support of district network as needed.
- I. Submit regular documentation regarding repairs and communicate repair status with customers.

- J. Work cooperatively with district personnel, administration and technology personnel to support the technology goals of the district and promote educational excellence.
- K. Identify, communicate, model and enforce social, legal and ethical practices related to technology
- L. Perform such other tasks and assume such other responsibilities that are legal, moral, and ethical as the supervisor may assign.

**Terms**

**of Employment:** The employment period shall be determined by the technology director. Salary will be determined by the Board. Employment in this position shall be "at will" and may be discontinued at the discretion of the school district at any time, with or without cause.

**Evaluation:** Performance of this position will be evaluated annually by the technology director.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

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**Procedure History:**  
**Promulgated on:** 6/18/12

**Job Description**

**Title:** **Transportation Director**

**Qualifications:** Have an understanding of the educational process and role of transportation in this process, a satisfactory driving record as revealed through checks with the National Driver register Service and the State Department of Motor Vehicles, a satisfactory work history and a record free of criminal convictions, the ability to work effectively with a broad range of individual and organizations, a willingness to receive formal instruction in pupil-transportation management, and mechanical knowledge and ability to work in the following areas: engines (gas, diesel, and propane), brake systems, electrical systems, and general repair and maintenance of buses

**Primary Responsibility to:** Superintendent

**Performance Tasks:** The Transportation Director shall:

- A. Develop and administer a transportation program to meet all the requirements of the daily instruction program and extra curricular activities.
- B. Prepare bus routes with superintendent for all public schools in the district.
- C. Prepare and update bus schedules for all public school in the district after input from drivers.

- D. Recruit, train, and supervise all transportation personnel, and makes recommendations on their employment transfer, promotion, and release.
- E. Maintain all district-owned equipment and develops plans for preventive maintenance.
- F. Advise the superintendent in preparing and administering the transportation budget.
- G. Recommend purchases in accordance with budgetary limitation and district rules.
- H. Follow all State of Idaho and State Board of Education guidelines.
- I. Maintain safety standards in conformance with State and Insurance regulations and develops a program of preventive safety.
- J. Cooperate with school principals and others responsible for planning special school trips.
- K. Takes role in solving discipline problems occurring on school buses.
- L. Develop recommendations for future equipment and personnel needs based on a survey of students, distances and grade levels.
- M. Act as liaison with parents for complaints and special request.
- N. Complete all reports requested by district office.

Terms of Employment: The employment period and salary will be determined by the Board. Employment in this position shall be "at will" and may be discontinued at the discretion of the school district at any time, with or without cause.

Evaluation: Performance of this position will be evaluated annually by the superintendent.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

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*We believe in excellence in teaching and learning.*

Procedure History:  
Promulgated on: 6/18/12

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Job Description

Title: **Transportation Secretary**

Qualifications: Demonstrate ability to successfully accomplish the performance tasks.

Primary  
Responsibility to: Transportation Director

Performance Tasks: The Transportation Secretary shall:

- A. Be of good morale character, displaying a positive attitude toward co-workers, students, and others involved in the program.
- B. Coordinate special needs routes and assist with driving special needs routes.
- C. Observe the job description for bus drivers when performing as such.
- D. Tally all monthly bus mileage sheets for miles driven on routes, extra-curricular, field trips, shuttles, contract bussing and other miles.
- E. Complete the yearly mileage reimbursement form and submit to the District Office for submission to the State Department of Education.
- F. Assist transportation supervisor and bus drivers with revising of school bus routes periodically to keep route sheets current.
- G. Tally all time sheets on a monthly basis.
- H. Keep personnel absence report and cross check with time sheets.
- I. Check bus trip forms as they are submitted from drivers.
- J. Complete all purchase orders to be submitted to the District Office for payment.
- K. Complete bus rental agreements and bill to lessee.
- L. Train new personnel on time sheets and bus trip reports and mileage books.
- M. Answer telephone and relay messages.
- N. Assist with bus radio during bus times and during the day.
- O. Attend some IEP meeting when transportation supervisor is unavailable
- P. Assist transportation supervisor with dispatching bus trips and arranging substitute drivers.
- Q. Meet, greet, and assist drivers with problems.
- R. Assist transportation supervisor with safety meetings with bus drivers.
- S. Complete annual driver's record check and submit to Dept. of Transportation.
- T. Assist transportation supervisor with activities directors concerning bus trips.

- U. Fill in for the transportation supervisor with he is not on duty.
- V. Purchase bus garage office and custodial supplies.
- W. Complete and submit safety-busing forms to District Office for approval by superintendent and school board.
- X. Perform other duties as may be assigned.

Terms of Employment: The employment period shall be determined by the transportation director. Salary will be determined by the Board. Employment in this position shall be "at will" and may be discontinued at the discretion of the school district at any time, with or without cause.

Evaluation: Performance of this position will be evaluated annually by the transportation director.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

Our Mission: In partnership with families and communities, Joint School District No. 171 is committed to provide a positive and collaborative environment that enables all students to become respectful, self-directed, independent, and motivated life-long learners who have knowledge and life skills necessary to meet the complex challenges of a rapidly changing world.

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Procedure History:  
Promulgated on: 6/18/12

Job Description	
Title:	<b>Mechanic</b>
Qualifications:	Demonstrate ability to successfully accomplish the performance tasks.
Primary Responsibility to:	Transportation Director
Performance Tasks:	<p>The Mechanic shall:</p> <ul style="list-style-type: none"> <li>A. Be of good morale character, displaying a positive attitude toward co-workers, students, and others involved in the program.</li> <li>B. Meet any and all regulations in state and local transportation safety requirements.</li> <li>C. Be knowledgeable in auto and truck mechanics.</li> <li>D. Do repair work on equipment as reported and/or observed</li> <li>E. Maintain inventory of equipment, supplies, parts, and keys.</li> <li>F. Oversee the use of consumable auto products such as gas and oil.</li> <li>G. Prepare vehicles for seasonal travel.</li> </ul>



- H. Promote high standards of safety and good housekeeping methods in all work-connected areas.
- I. Work with the transportation director and bus drivers for efficient and safe use of equipment.
- J. Respond to notification from bus drivers about mechanical problems.
- K. Observe the job description for bus drivers when he/she drives a bus.
- L. Perform such other duties as may be assigned.

Terms of Employment: The employment period shall be determined by the transportation director. Salary will be determined by the Board. Employment in this position shall be "at will" and may be discontinued at the discretion of the school district at any time, with or without cause.

Evaluation: Performance of this position will be evaluated annually by the transportation director.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

Our Mission: In partnership with families and communities, Joint School District No. 171 is committed to provide a positive and collaborative environment that enables all students to become respectful, self-directed, independent, and motivated life-long learners who have knowledge and life skills necessary to meet the complex challenges of a rapidly changing world.

*We believe in excellence in teaching and learning.*

Procedure History:  
Promulgated on: 6/18/12

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	Job Description
Title:	<b>Bus Driver</b>
Qualifications:	Hold a valid chauffeur's license and health certificate indicating no physical conditions exist that might endanger the bus or its occupants and demonstrate ability to successfully accomplish the performance tasks.
Primary Responsibility to:	Transportation Director
Performance Tasks:	<p>The Bus Driver shall:</p> <ul style="list-style-type: none"> <li>A. Be of good morale character, displaying a positive attitude toward co-workers, students, and others involved in the program.</li> <li>B. Obey all district rules and regulations and traffic laws.</li> <li>C. Observe all mandatory safety regulations for school buses.</li> <li>D. Maintain discipline when students are on the bus.</li> <li>E. Report discipline problems to the proper authority.</li> </ul>

- F. Keep assigned buses clean.
- G. Adhere to assigned schedules.
- H. Check bus before each operation for mechanical defects.
- I. Notify the proper authority in case of mechanical failure or when schedule cannot be met.
- J. Discharge students at authorized stops only.
- K. Exercise responsible leadership when on extra-curricular school trips.
- L. Transport authorized students only.
- M. Report all accidents to proper authorities and complete required reports.
- N. Enforce district regulations against smoking, chewing tobacco, and eating on buses.
- O. Perform such other duties as may be assigned.

Terms of Employment: The employment period shall be for the length of the school year. Salary will be determined by the Board. Employment in this position shall be "at will" and may be discontinued at the discretion of the school district at any time, with or without cause.

Evaluation: Performance of this position will be evaluated annually by the transportation director.

-----  
By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

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*We believe in excellence in teaching and learning.*

Procedure History:  
Promulgated on: 6/18/12

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Title: **Bus Monitor** Job Description

Qualifications: Demonstrate ability to successfully accomplish the performance tasks.

Primary  
Responsibility to: Transportation Director

Performance Tasks: The Bus Monitor shall:

- A. Aid and assist the school bus driver in the enforcement of school district rules
- B. Maintain discipline when the students are on the bus.
- C. Report discipline problems using district approved procedures and citations.
- D. Be of good morale character, displaying a positive attitude toward co-workers, students, and others involved in the program.
- E. When in the position of "special needs" monitor, perform all duties and task associated with this position.
- F. Participate in all state and federal requirements in fingerprinting and background checks.
- G. Perform such other duties as may be assigned.

Terms of Employment: The employment period shall be for the length of the school year. Salary will be determined by the Board. Employment in this position shall be "at will" and may be discontinued at the discretion of the school district at any time, with or without cause.

Evaluation: Performance of this position will be evaluated annually by the transportation director.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

Our Mission: In partnership with families and communities, Joint School District No. 171 is committed to provide a positive and collaborative environment that enables all students to become respectful, self-directed, independent, and motivated life-long learners who have knowledge and life skills necessary to meet the complex challenges of a rapidly changing world.

*We believe in excellence in teaching and learning.*

Procedure History:  
Promulgated on: 6/18/12

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## **Job Description**

Title:	<b>Activities Director</b>
Qualifications:	The interpersonal, problem-solving and organizational skills required to supervise the extra-curricular activities program; the ability to perform the tasks listed below; and such other qualifications of academic, professional, and personal excellence as the Board of Trustees may specify.
Primary Responsibility to:	Principal
Job Goal:	To manage and supervise the extra-curricular activities program in a manner that supports the District's mission.
Performance Tasks:	<p>The Activities Director-shall:</p> <ul style="list-style-type: none"> <li>A. Be responsible for the extra-curricular activities program.</li> <li>B. Provide a positive role model for students.</li> <li>C. Follow and ensure compliance with the policies and code of ethics of IHSA and of Joint School District No. 171.</li> <li>D. Discuss job description annually with each extracurricular coach, assistant coach, director, supervisor, and advisor.</li> <li>E. Ensure the collection of necessary insurance records, eligibility forms, rosters and other required reports.</li> <li>F. Develop practice schedules for shared facilities.</li> <li>G. Develop a master schedule of all extra-curricular activities.</li> <li>H. Ensure proper handling of money from ticket sales and fundraising activities.</li> <li>I. Schedule travel arrangements for away activities.</li> <li>J. Assist the principal on enforcing discipline and promoting sportsmanship-like behavior among participants.</li> <li>K. Monitor activity finances.</li> <li>L. Ensure the proper use and treatment of facilities.</li> <li>M. Maintain inventory of equipment and supplies.</li> <li>N. Schedule presentation of participant awards.</li> <li>O. Communicate with principal regarding all program developments.</li> <li>P. Assist the principal in evaluating performance of extra-curricular coaches, assistant coaches, directors, supervisors, and advisors.</li> <li>Q. Perform such other duties as assigned by the principal.</li> </ul>
Terms of Employment:	The employment period shall be for the school year. Salary will be based on the approved extra-curricular salary schedule. Non-certified employees are considered "at will"

employees and do not have a contract, due process rights, or continued expectation of employment.

Evaluation: Performance of this position will be evaluated at least once a year by the principal.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

Our Mission: In partnership with families and communities, Joint School District No. 171 is committed to provide a positive and collaborative environment that enables all students to become respectful, self-directed, independent, and motivated life-long learners who have knowledge and life skills necessary to meet the complex challenges of a rapidly changing world.

*We believe in excellence in teaching and learning.*

Procedure History:

Promulgated on: 1/28/08

Revised on: 6/18/12

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Job Description

Title: **High School Head Coach – (Football, Volleyball, Basketball, Track, Baseball, Softball, Wrestling, Soccer, Golf, and Drill Team)**

Qualifications: The interpersonal, problem-solving and organizational skills and knowledge required to coach this extra-curricular program; the ability to perform the tasks listed below; and such other qualifications of academic, professional, and personal excellence as the Board of Trustees may specify.

Head coaches of Idaho High School Activities Association (IHSAA) activities must: (1) have an Idaho teaching certificate or have completed a coaching fundamentals course and (2) complete during the first year of coaching a First Aid course with a CPR component from a recognized provider.

Primary  
Responsibility to: Activities Director

Job Goal: To provide opportunities for students to develop athletic and lifetime skills in an environment that supports the District's mission.

Performance Tasks: The Head Coach shall:

- A. Assume responsibility for development and supervision of the program in order to insure the quality of the particular sport.
- B. Provide a positive role model for students.
- C. Follow and ensure compliance with the policies and code of ethics of IHSAA and of Joint School District No. 171.
- D. Attend the IHSAA Rules Interpretation meeting.
- E. Conduct a pre-season participant/parent meeting.
- F. Delegate staff assignments to assistant coaches.
- G. Plan and conduct a regular program of practice during the season.
- H. Ensure the collection of necessary insurance records, eligibility forms, rosters and other required reports.
- I. Provide direct supervision of participants at practices, games and on away trips.
- J. Manage team instruction and player conditioning.
- K. Monitor participants' eligibility and encourage academic success.
- L. Maintain discipline, encourage sportsmanship-like behavior at all times and apply appropriate measures when established standards are breached.
- M. Ensure the proper use and treatment of facilities.
- N. Communicate with activities director about players, needs, incidents, injuries and program concerns.
- O. Coordinate any fund raising activities with activities director.
- P. Inventory and maintain equipment and supplies.

Q. Assist the activities director and/or principal in evaluating performance of assistant coaches.

R. Perform such other duties as assigned by activity director or principal.

Terms of

Employment: The employment period shall be for the sport season. Salary will be based on the approved extra-curricular salary schedule. Non-certified employees are considered "at will" employees and do not have a contract, due process rights, or continued expectation of employment.

Evaluation: Performance of this position will be evaluated at least once a year by the activities director and principal.

-----  
By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

Our Mission: In partnership with families and communities, Joint School District No. 171 is committed to provide a positive and collaborative environment that enables all students to become respectful, self-directed, independent, and motivated life-long learners who have knowledge and life skills necessary to meet the complex challenges of a rapidly changing world.

*We believe in excellence in teaching and learning*

Procedure History:

Promulgated on: 1/28/08

Revised on: 9/22/08, 6/18/12

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Job Description

Title: **High School Assistant Coach – (Football, Volleyball, Basketball, Track, Baseball, Softball, or Wrestling)**

Qualifications: The interpersonal, problem-solving and organizational skills and knowledge required to assist in coaching this extra-curricular program; the ability to perform the tasks listed below; and such other qualifications of academic, professional, and personal excellence as the Board of Trustees may specify.

Primary Responsibility to: Head Coach

Job Goal: To provide opportunities for students to develop athletic and lifetime skills in an environment that supports the District's mission.

Performance Tasks: The Assistant Coach shall:

- A. Communicate and advise the head coach on all matters related to the team.
- B. Provide a positive role model for students.
- C. Follow and ensure compliance with the policies and code of ethics of IHSA and of Joint School District No. 171.
- D. Attend all practices, games and participant/parent meetings.
- E. Assist in team instruction and player conditioning.
- F. Monitor participants' eligibility and encourage academic success.
- G. Assist in maintaining discipline and encouraging sportsmanship-like behavior at all times.
- H. Ensure the proper use and treatment of facilities.
- I. Assist in taking inventory and maintaining equipment and supplies.
- J. Perform such other duties as assigned by the head coach.

Terms of Employment: The employment period shall be for the sport season. Salary shall be based on the approved extra-curricular salary schedule. Non-certified employees are considered "at will" employees and do not have a contract, due process rights, or continued expectation of employment.

Evaluation: Performance of this position will be evaluated at least once a year by the activities director and principal.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature                      Date

Our Mission: In partnership with families and communities, Joint School District No. 171 is committed to provide a positive and collaborative environment that enables all students to become respectful, self-directed, independent, and motivated life-long learners who have knowledge and life skills necessary to meet the complex challenges of a rapidly changing world.



*We believe in excellence in teaching and learning*

Procedure History:

Promulgated on: 1/28/08

Revised on: 6/18/12

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## Job Description

Title:	<b>High School Cheerleader Coach</b>
Qualifications:	<p>The interpersonal, problem-solving and organizational skills and knowledge required to coach this extra-curricular program; the ability to perform the tasks listed below; and such other qualifications of academic, professional, and personal excellence as the Board of Trustees may specify.</p> <p>Head coaches of Idaho High School Activities Association (IHSAA) activities must: (1) have an Idaho teaching certificate or have completed a coaching fundamentals course and (2) complete during the first year of coaching a First Aid course with a CPR component from a recognized provider.</p>
Primary Responsibility to:	Activities Director
Job Goal:	To provide opportunities for students to develop athletic and lifetime skills in an environment that supports the District's mission.
Performance Tasks:	<p>The High School Cheerleader Coach shall:</p> <ul style="list-style-type: none"><li>A. Assume responsibility for development and supervision of the High School Cheerleader program.</li><li>B. Provide a positive role model for students.</li><li>C. Follow and ensure compliance with the policies and code of ethics of IHSAA and of Joint School District No. 171.</li><li>D. Attend the IHSAA Rules Interpretation meeting.</li><li>E. Conduct a pre-season participant/parent meeting.</li><li>F. Plan and conduct a regular program of practice during the season.</li><li>G. Ensure the collection of necessary insurance records, eligibility forms, rosters and other required reports.</li><li>H. Oversee cheerleader participation in at <del>least nine</del> home football games, fifteen home basketball games, and one cheer competition.</li><li>I. Provide direct supervision of participants at practices, games and on away trips.</li><li>J. Manage team instruction and player conditioning.</li><li>K. Monitor participants' eligibility and encourage academic success.</li><li>L. Maintain discipline and encourage sportsmanship-like behavior at all times and apply appropriate measures when established standards are breached.</li><li>M. Assume responsibility for the proper care and maintenance of facilities.</li><li>N. Communicate with activities director about players, needs, incidents, injuries and program concerns.</li><li>O. Coordinate fund raising activities with activities director.</li><li>P. Inventory and maintain equipment and supplies.</li></ul>

Q. Perform such other duties as assigned by activities director or principal.

Terms of

Employment: The employment period shall be for the sport season. Salary will be based on the approved extra-curricular salary schedule. Non-certified employees are considered "at will" employees and do not have a contract, due process rights, or continued expectation of employment.

Evaluation: Performance of this position will be evaluated at least once a year by the activities director and principal.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

Our Mission: In partnership with families and communities, Joint School District No. 171 is committed to provide a positive and collaborative environment that enables all students to become respectful, self-directed, independent, and motivated life-long learners who have knowledge and life skills necessary to meet the complex challenges of a rapidly changing world.

*We believe in excellence in teaching and learning*

Procedure History:

Promulgated on: 1/28/08

Revised on: 6/18/12

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## Job Description

Title: **Junior High School Head Coach – (Football, Volleyball, Basketball, or Track)**

Qualifications: The interpersonal, problem-solving and organizational skills and knowledge required to coach this extra-curricular program; the ability to perform the tasks listed below; and such other qualifications of academic, professional, and personal excellence as the Board of Trustees may specify.

Primary  
Responsibility to: Principal

Job Goal: To provide opportunities for students to develop athletic and lifetime skills in an environment that supports the District's mission.

Performance Tasks: The Head Coach shall:

- A. Assume responsibility for development and supervision of the program in order to insure the quality of the particular sport.
- B. Provide a positive role model for students.
- C. Follow and ensure compliance with the policies and coach's code of ethics of Joint School District No. 171.
- D. Conduct a pre-season participant/parent meeting.
- E. Delegate assignments to assistant coaches.
- F. Plan and conduct a regular program of practice during the season.
- G. Ensure the collection of necessary insurance records, eligibility forms, rosters and other required reports.
- H. Provide direct supervision of participants at practices, games and on away trips. The minimum number of games/meets will be: Football – 6; Basketball – 10; Volleyball – 10; and Track – 6.
- I. Manage team instruction and player conditioning.
- J. Monitor participants' eligibility and encourage academic success.
- K. Maintain discipline, encourage sportsmanship-like behavior at all times and apply appropriate measures when established standards are breached.
- L. Ensure the proper use and treatment of facilities.
- M. Communicate with principal about players, needs, incidents, injuries and program concerns.
- N. Coordinate any fund raising activities with principal.
- O. Inventory and maintain equipment and supplies.
- P. Assist the principal in evaluating performance of assistant coaches.
- Q. Perform such other duties as assigned by the principal.

Terms of

- Employment: The employment period shall be for the sport season. Salary will be based on the approved extra-curricular salary schedule. Non-certified employees are considered “at will” employees and do not have a contract, due process rights, or continued expectation of employment.
- Evaluation: Performance of this position will be evaluated at least once a year by the activities director and principal.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee’s Signature

\_\_\_\_\_  
Date

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*We believe in excellence in teaching and learning*

Procedure History:  
Promulgated on: 1/28/08  
Revised on: 6/18/12

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Job Description

Title: **Junior High School Assistant Coach – (Football, Volleyball, Basketball, or Track)**

Qualifications: The interpersonal, problem-solving and organizational skills and knowledge required to coach this extra-curricular program; the ability to perform the tasks listed below; and such other qualifications of academic, professional, and personal excellence as the Board of Trustees may specify.

Primary  
Responsibility to: Principal

Job Goal: To provide opportunities for students to develop athletic and lifetime skills in an environment that supports the District's mission.

Performance Tasks: The Assistant Coach shall:

- A. Communicate and advise the head coach on all matters related to the team.
- B. Provide a positive role model for students.
- C. Follow and ensure compliance with the policies and coach's code of ethics of Joint School District No. 171.
- D. Attend all practices, games and participant/parent meetings. The minimum number of games/meets will be: Football – 6; Basketball – 10; Volleyball – 10; and Track – 6.
- E. Assist in team instruction and player conditioning.
- F. Monitor participants' eligibility and encourage academic success.
- G. Assist in maintaining discipline and encourage sportsmanship-like behavior at all times.
- H. Ensure the proper use and treatment of facilities.
- I. Assist in maintaining inventory and maintaining equipment and supplies.
- J. Perform such other duties as assigned by the head coach.

Terms of  
Employment: The employment period shall be for the sport season. Salary will be based on the approved extra-curricular salary schedule. Non-certified employees are considered "at will" employees and do not have a contract, due process rights, or continued expectation of employment.

Evaluation: Performance of this position will be evaluated at least once a year by the activities director and principal.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

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Procedure History:

Promulgated on: 1/28/08

Revised on: 6/18/12

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Job Description

Title: **Student Council Advisor**

Qualifications: The interpersonal, problem-solving and organizational skills and knowledge required to direct this extra-curricular program; the ability to perform the tasks listed below; and such other qualifications of academic, professional, and personal excellence as the Board of Trustees may specify.

Primary  
Responsibility to: Principal

Job Goal: To provide opportunities for students to develop leadership and lifetime skills in an environment that supports the District's mission.

Performance Tasks: The Student Council Advisor shall:

- A. Assume responsibility for development and supervision of the Student Council program.
- B. Provide a positive role model for students.
- C. Follow and ensure compliance with the policies of Joint School District No. 171.
- D. Oversee monthly student council meetings.
- E. Supervise two non-school-hour school-wide activities.
- F. Coordinate fund raising activities with the principal and monitor activity finances
- G. Communicate with principal about program concerns.
- H. Perform such other duties as assigned by the principal.

Terms of  
Employment: The employment period shall be for the school year. Salary will be based on the approved extra-curricular salary schedule. Non-certified employees are considered "at will" employees and do not have a contract, due process rights, or continued expectation of employment.

Evaluation: Performance of this position will be evaluated at least once a year by the activities director and principal.

-----  
By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

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*We believe in excellence in teaching and learning*

Procedure History:

Promulgated on: 1/28/08

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Job Description

**Title:** **High School Pride Advisor**

**Qualifications:** The interpersonal, problem-solving and organizational skills and knowledge required to direct this extra-curricular program; the ability to perform the tasks listed below; and such other qualifications of academic, professional, and personal excellence as the Board of Trustees may specify.

**Primary Responsibility to:** Principal

**Job Goal:** To provide opportunities for students to develop lifetime skills in an environment that supports the District's mission.

**Performance Tasks:** The High School Pride Advisor shall:

- A. Assume responsibility for development and supervision of the High School Pride program.
- B. Provide a positive role model for students.
- C. Follow and ensure compliance with the policies of Joint School District No. 171.
- D. Conduct monthly school pride meetings.
- E. Supervise students and maintain discipline during all school pride activities including at least 20 hours of school and community service activities.
- F. Coordinate fund raising activities with the principal and monitor activity finances.
- G. Communicate with principal about program concerns.
- H. Perform such other duties as assigned by the principal.

**Terms of Employment:** The employment period shall be for the school year. Salary will be based on the approved extra-curricular salary schedule. Non-certified employees are considered "at will" employees and do not have a contract, due process rights, or continued expectation of employment.

**Evaluation:** Performance of this position will be evaluated at least once a year by the activities director and principal.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

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*We believe in excellence in teaching and learning*



Procedure History:

Promulgated on: 1/28/08

Revised on: 6/18/12

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Job Description

Title: **National Honor Society Advisor**

Qualifications: The interpersonal, problem-solving and organizational skills and knowledge required to direct this extra-curricular program; the ability to perform the tasks listed below; and such other qualifications of academic, professional, and personal excellence as the Board of Trustees may specify.

Primary  
Responsibility to: Principal

Job Goal: To provide opportunities for students to develop lifetime skills in an environment that supports the District's mission.

Performance Tasks: The National Honor Society Advisor shall:

- A. Assume responsibility for development and supervision of National Honor Society activities.
- B. Provide a positive role model for students.
- C. Follow and ensure compliance with the policies of Joint School District No. 171.
- D. Conduct National Honor Society meetings at least every other month.
- E. Coordinate program and decorations for the National Honor Society induction ceremony.
- F. Supervise students and maintain discipline during all National Honor Society activities.
- G. Coordinate fund raising activities with the principal and monitor activity finances
- H. Communicate with activities director about program concerns.
- I. Perform such other duties as assigned by the principal.

Terms of  
Employment: The employment period shall be for the school year. Salary will be based on the approved extra-curricular salary schedule Non-certified employees are considered "at will" employees and do not have a contract, due process rights, or continued expectation of employment.

Evaluation: Performance of this position will be evaluated at least once a year by the activities director and principal.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

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*We believe in excellence in teaching and learning*

Procedure History:

Promulgated on: 1/28/08

Revised on: 6/18/12

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Job Description

Title: **Youth Legislature Advisor**

Qualifications: The interpersonal, problem-solving and organizational skills and knowledge required to direct this extra-curricular program; the ability to perform the tasks listed below; and such other qualifications of academic, professional, and personal excellence as the Board of Trustees may specify.

Primary  
Responsibility to: Principal

Job Goal: To provide opportunities for students to develop academic and lifetime skills in an environment that supports the District's mission.

Performance Tasks: The Youth Legislature Advisor shall:

- A. Assume responsibility for development and supervision of the Youth Legislature program.
- B. Provide a positive role model for students.
- C. Follow and ensure compliance with the policies of Joint School District No. 171.
- D. Conduct monthly Youth Legislature meetings.
- E. Assist students in preparing for competition.
- F. Supervise students and maintain discipline during all Youth Legislature activities.
- G. Coordinate fund raising activities with the principal and monitor activity finances.
- H. Communicate with principal about program concerns.
- I. Perform such other duties as assigned by the principal.

Terms of  
Employment: The employment period shall be for the school year. Salary will be based on the approved extra-curricular salary schedule. Non-certified employees are considered "at will" employees and do not have a contract, due process rights, or continued expectation of employment.

Evaluation: Performance of this position will be evaluated at least once a year by the activities director and principal.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

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*We believe in excellence in teaching and learning*

Procedure History:

Promulgated on: 1/28/08

Revised on: 6/18/12

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Job Description

Title: **Knowledge Bowl Advisor**

Qualifications: The interpersonal, problem-solving and organizational skills and knowledge required to direct this extra-curricular program; the ability to perform the tasks listed below; and such other qualifications of academic, professional, and personal excellence as the Board of Trustees may specify.

Primary  
Responsibility to: Principal

Job Goal: To provide opportunities for students to develop academic and lifetime skills in an environment that supports the District's mission.

Performance Tasks: The Knowledge Bowl Advisor shall:

- A. Assume responsibility for development and supervision of the Knowledge Bowl program.
- B. Provide a positive role model for students.
- C. Follow and ensure compliance with the policies of Joint School District No. 171.
- D. Conduct monthly knowledge bowl team meetings.
- E. Schedule and supervise participation in at least seven knowledge bowl meets per year.
- F. Supervise students and maintain discipline during all knowledge bowl activities.
- G. Communicate with principal about program concerns.
- H. Perform such other duties as assigned by the principal.

Terms of  
Employment: The employment period shall be for the school year. Salary will be based on the approved extra-curricular salary schedule. Non-certified employees are considered "at will" employees and do not have a contract, due process rights, or continued expectation of employment.

Evaluation: Performance of this position will be evaluated at least once a year by the activities director and principal.

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By signing below, I acknowledge that I have read and understand the above job description.

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Employee's Signature

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Date

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*We believe in excellence in teaching and learning*

Procedure History:

Promulgated on: 1/28/08

Revised on: 6/18/12

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**Job Description**

Title: **Math Counts Advisor**

Qualifications: The interpersonal, problem-solving and organizational skills and knowledge required to direct this extra-curricular program; the ability to perform the tasks listed below; and such other qualifications of academic, professional, and personal excellence as the Board of Trustees may specify.

Primary  
Responsibility to: Principal

Job Goal: To provide opportunities for students to develop academic and lifetime skills in an environment that supports the District's mission.

Performance Tasks: The Math Counts Advisor shall:

- A. Assume responsibility for development and supervision of the Math Counts program.
- B. Provide a positive role model for students.
- C. Follow and ensure compliance with the policies of Joint School District No. 171.
- D. Conduct Math Counts meetings twice a month for four months.
- E. Schedule and participate in at least two Math Counts competitions.
- F. Supervise students and maintain discipline during all Math Counts activities.
- G. Coordinate fund raising activities with the principal and monitor activity finances.
- H. Communicate with principal about program concerns.
- I. Perform such other duties as assigned by the principal.

Terms of  
Employment: The employment period shall be for the school year. Salary will be based on the approved extra-curricular salary schedule. Non-certified employees are considered "at will" employees and do not have a contract, due process rights, or continued expectation of employment.

Evaluation: Performance of this position will be evaluated at least once a year by the activities director and principal.

-----  
By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

Our Mission: In partnership with families and communities, Joint School District No. 171 is committed to provide a positive and collaborative environment that enables all students to become respectful, self-directed, independent, and motivated life-long learners who have knowledge and life skills necessary to meet the complex challenges of a rapidly changing world.

*We believe in excellence in teaching and learning*

Procedure History:

Promulgated on: 1/28/08

Revised on: 6/18/12

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Job Description

Title: **High School Drama Supervisor**

Qualifications: The interpersonal, problem-solving and organizational skills and knowledge required to direct this extra-curricular program; the ability to perform the tasks listed below; and such other qualifications of academic, professional, and personal excellence as the Board of Trustees may specify.

Primary  
Responsibility to: Principal

Job Goal: To provide opportunities for students to develop performance and lifetime skills in an environment that supports the District's mission.

Performance Tasks: The Co-Curricular High School Drama Supervisor shall:

- A. Assume responsibility for development and supervision of the extra-curricular high school drama program.
- B. Provide a positive role model for students.
- C. Follow and ensure compliance with the policies of Joint School District No. 171.
- D. Schedule and conduct a regular program of practice for performances.
- E. Conduct at least two drama productions with at least four evening performances.
- F. Supervise students and maintain discipline during all high school drama activities.
- G. Inventory and maintain equipment and supplies.
- H. Coordinate fund raising activities with principal and monitor activity finances.
- I. Communicate with principal about participants, needs, incidents, injuries and program concerns.
- J. Perform such other duties as assigned by the principal.

Terms of  
Employment: The employment period shall be for the school year. Salary will be based on the approved extra-curricular salary schedule. Non-certified employees are considered "at will"

employees and do not have a contract, due process rights, or continued expectation of employment.

Evaluation: Performance of this position will be evaluated at least once a year by the activities director and principal..

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

Our Mission: In partnership with families and communities, Joint School District No. 171 is committed to provide a positive and collaborative environment that enables all students to become respectful, self-directed, independent, and motivated life-long learners who have knowledge and life skills necessary to meet the complex challenges of a rapidly changing world.

Procedure History:

Promulgated on: 1/28/08 Revised on: 6/18/12

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Job Description

Title: **School Annual Advisor**

Qualifications: The interpersonal, problem-solving and organizational skills and knowledge required to direct this extra-curricular program; the ability to perform the tasks listed below; and such other qualifications of academic, professional, and personal excellence as the Board of Trustees may specify.

Primary  
Responsibility to: Principal

Job Goal: To provide opportunities for students to develop publication and lifetime skills in an environment that supports the District's mission.

Performance Tasks: The School Annual Advisor shall:

- A. Assume responsibility for development and supervision of the school annual program.
- B. Provide a positive role model for students.
- C. Follow and ensure compliance with the policies of Joint School District No. 171.
- D. Supervise students and maintain discipline during school annual activities.
- E. Coordinate fund raising activities with the principal and monitor activity finances.
- F. Coordinate production of the school annual.
- G. Distribute school annuals prior to August 30.
- H. Inventory and maintain equipment and supplies.
- I. Communicate with activities director about program concerns.
- J. Perform such other duties as assigned by the principal.

Terms of  
Employment: The employment period shall be for the school year. Salary will be based on the approved extra-curricular salary schedule. Non-certified employees are considered "at will"

employees and do not have a contract, due process rights, or continued expectation of employment.

Evaluation: Performance of this position will be evaluated at least once a year by the activities director and principal.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

Our Mission: In partnership with families and communities, Joint School District No. 171 is committed to provide a positive and collaborative environment that enables all students to become respectful, self-directed, independent, and motivated life-long learners who have knowledge and life skills necessary to meet the complex challenges of a rapidly changing world.

Procedure History:

Promulgated on: 1/28/08 Revised on: 6/18/12

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Job Description

Title: **School Paper Advisor**

Qualifications: The interpersonal, problem-solving and organizational skills and knowledge required to direct this extra-curricular program; the ability to perform the tasks listed below; and such other qualifications of academic, professional, and personal excellence as the Board of Trustees may specify.

Primary  
Responsibility to: Principal

Job Goal: To provide opportunities for students to develop publication and lifetime skills in an environment that supports the District's mission.

Performance Tasks: The School Paper Advisor shall:

- A. Assume responsibility for development and supervision of the school paper program.
- B. Provide a positive role model for students.
- C. Follow and ensure compliance with the policies of Joint School District No. 171.
- D. Supervise students and maintain discipline during school paper activities.
- E. Coordinate fund raising activities with the principal and monitor activity finances.
- F. Coordinate production and distribution of a school paper every other month (five papers per year). Each paper will have at least six letter-sized pages of copy or six 800x600 or higher resolution on-line pages.
- G. Inventory and maintain equipment and supplies.
- H. Communicate with activities director about program concerns.
- I. Perform such other duties as assigned by the principal.

Terms of

Employment: The employment period shall be for the school year. Salary will be based on the approved extra-curricular salary schedule. Non-certified employees are considered "at will" employees and do not have a contract, due process rights, or continued expectation of employment.

Evaluation: Performance of this position will be evaluated at least once a year by the activities director and principal..

-----  
By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

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*We believe in excellence in teaching and learning*

Procedure History:

Promulgated on: 1/28/08

Revised on: 6/18/12

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Job Description

Title: **High School Band Supervisor**

Qualifications: The interpersonal, problem-solving and organizational skills and knowledge required to direct this extra-curricular program; the ability to perform the tasks listed below; and such other qualifications of academic, professional, and personal excellence as the Board of Trustees may specify.

Primary  
Responsibility to: Principal

Job Goal: To provide opportunities for students to develop performance and lifetime skills in an environment that supports the District's mission.

Performance Tasks: The Co-Curricular High School Band Supervisor shall:

- A. Assume responsibility for development and supervision of the extra-curricular high school band program.
- B. Provide a positive role model for students.
- C. Follow and ensure compliance with the policies of Joint School District No. 171.
- D. Plan and conduct a regular program of practice during the season.
- E. Conduct band performances for at least three home football games, ten home basketball games, three evening concerts, one festival, and one parade.
- F. Supervise students and maintain discipline during all extra-curricular band activities.
- G. Inventory and maintain equipment and supplies.
- H. Coordinate fund raising activities with principal and monitor activity finances.



I. Communicate with activities director about participants, needs, incidents, injuries and program concerns.

J. Perform such other duties as assigned by the principal.

Terms of

Employment:

The employment period shall be for the school year. Salary will be based on the approved extra-curricular salary schedule. Non-certified employees are considered "at will" employees and do not have a contract, due process rights, or continued expectation of employment.

Evaluation:

Performance of this position will be evaluated at least once a year by the activities director and principal.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

Our Mission: In partnership with families and communities, Joint School District No. 171 is committed to provide a positive and collaborative environment that enables all students to become respectful, self-directed, independent, and motivated life-long learners who have knowledge and life skills necessary to meet the complex challenges of a rapidly changing world.

*We believe in excellence in teaching and learning*

Procedure History:

Promulgated on: 1/28/08

Revised on: 6/18/12

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## Job Description

Title: **High School Chorus Advisor**

Qualifications: The interpersonal, problem-solving and organizational skills and knowledge required to direct this extra-curricular program; the ability to perform the tasks listed below; and such other qualifications of academic, professional, and personal excellence as the Board of Trustees may specify.

Primary  
Responsibility to: Activities Director

Job Goal: To provide opportunities for students to develop performance and lifetime skills in an environment that supports the District's mission.

Performance Tasks: The Co-Curricular High School Chorus Advisor shall:

- A. Assume responsibility for development and supervision of the extra-curricular high school chorus program.
- B. Provide a positive role model for students.
- C. Follow and ensure compliance with the policies of Joint School District No. 171.
- D. Plan and conduct a regular program of practice during the season.
- E. Conduct chorus performances for at least three evening concerts and one music festival.
- F. Supervise students and maintain discipline during all co-curricular chorus activities.
- G. Inventory and maintain equipment and supplies.
- H. Coordinate fund raising activities with the principal and monitor activity finances.
- I. Communicate with activities director about participants, needs, incidents, injuries and program concerns.
- J. Perform such other duties as assigned by the principal.

Terms of  
Employment: The employment period shall be for the school year. Salary will be based on the approved extra-curricular salary schedule. Non-certified employees are considered "at will" employees and do not have a contract, due process rights, or continued expectation of employment.

Evaluation: Performance of this position will be evaluated at least once a year by the activities director and principal.

-----  
By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

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Procedure History:

Promulgated on: 1/28/08

Revised on: 6/18/12

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Job Description

Title: **FCCLA (Family, Career and Community Leaders of America) Advisor**

Qualifications: The interpersonal, problem-solving and organizational skills and knowledge required to direct this extra-curricular program; the ability to perform the tasks listed below; and such other qualifications of academic, professional, and personal excellence as the Board of Trustees may specify.

Primary  
Responsibility to: Principal

Job Goal: To provide opportunities for students to develop leadership and lifetime skills in an environment that supports the District's mission.

Performance Tasks: The FCCLA Advisor shall:

- A. Assume responsibility for development and supervision of the FCCLA program.
- B. Provide a positive role model for students.
- C. Follow and ensure compliance with the policies of Joint School District No. 171.
- D. Conduct monthly FCCLA meetings.
- E. Assist students on FCCLA projects.
- F. Supervise students and maintain discipline during all FCCLA activities.
- G. Coordinate fund raising activities with the principal and monitor activity finances.
- H. Communicate with principal about program concerns.
- I. Perform such other duties as assigned by the principal.

Terms of  
Employment: The employment period shall be for the school year. Salary will be based on the approved extra-curricular salary schedule. Non-certified employees are considered "at will" employees and do not have a contract, due process rights, or continued expectation of employment.

Evaluation: Performance of this position will be evaluated at least once a year by the activities director and principal.

-----  
By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

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*We believe in excellence in teaching and learning*

Procedure History:

Promulgated on: 1/28/08

Revised on: 6/18/12

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Job Description

Title: **SADD/IDFY Advisor**

Qualifications: The interpersonal, problem-solving and organizational skills and knowledge required to direct this extra-curricular program; the ability to perform the tasks listed below; and such other qualifications of academic, professional, and personal excellence as the Board of Trustees may specify.

Primary  
Responsibility to: Principal

Job Goal: To provide opportunities for students to develop lifetime skills in an environment that supports the District's mission.

Performance Tasks: The SADD/IDFY Advisor shall:

- A. Assume responsibility for development and supervision of the SADD/IDFY program.
- B. Provide a positive role model for students.
- C. Follow and ensure compliance with the policies of Joint School District No. 171.
- D. Conduct monthly meetings.
- E. Coordinate Red Ribbon Week activities and assist in planning the high school graduation party (at JH – conduct one social activity during non-school time for the student body).
- F. Supervise students and maintain discipline during all SADD/IDFY activities.
- G. Coordinate fund raising activities with the principal and monitor activity finances.
- H. Communicate with principal about program concerns.
- I. Perform such other duties as assigned by the principal.

Terms of  
Employment: The employment period shall be for the school year. Salary will be based on the approved extra-curricular salary schedule. Non-certified employees are considered "at will" employees and do not have a contract, due process rights, or continued expectation of employment.

Evaluation: Performance of this position will be evaluated at least once a year by the principal.

-----  
By signing below, I acknowledge that I have read and understand the above job description.

---

Employee's Signature

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Date

Our Mission: In partnership with families and communities, Joint School District No. 171 is committed to provide a positive and collaborative environment that enables all students to become respectful, self-directed, independent, and motivated life-long learners who have knowledge and life skills necessary to meet the complex challenges of a rapidly changing world.

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Procedure History:

Promulgated on: 1/28/08

Revised on: 6/18/12

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## Job Description

Title: **Weight Room Supervisor**

Qualifications: The interpersonal, problem-solving and organizational skills and knowledge required to supervise this extra-curricular program; the ability to perform the tasks listed below; and such other qualifications of academic, professional, and personal excellence as the Board of Trustees may specify.

Primary  
Responsibility to: Activities Director

Job Goal: To provide opportunities for students to develop athletic and lifetime skills in an environment that supports the District's mission.

Performance Tasks: The Weight Room Supervisor shall:

- A. Assume responsibility for development and supervision of the weight room program.
- B. Provide a positive role model for students.
- C. Follow and ensure compliance with the policies of Joint School District No. 171.
- D. Schedule and post at the high school the hours and dates when the weight room will be open.
- E. Open the weight room at least 30 evenings for at least two hours each evening.
- F. Supervise students and maintain discipline during all weight room activities.
- G. Inventory and maintain equipment and supplies.
- H. Communicate with activities director about participants, needs, incidents, injuries and program concerns.
- I. Perform such other duties as assigned by the activities director or principal.

Terms of  
Employment: The employment period shall be from June through August. Salary will be based on the approved extra-curricular salary schedule. Non-certified employees are considered "at will" employees and do not have a contract, due process rights, or continued expectation of employment.

Evaluation: Performance of this position will be evaluated at least once a year by the activities director and principal.

-----  
By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

Our Mission: In partnership with families and communities, Joint School District No. 171 is committed to provide a positive and collaborative environment that enables all students to become respectful, self-directed, independent, and motivated life-long learners who have knowledge and life skills necessary to meet the complex challenges of a rapidly changing world.

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Procedure History:

Promulgated on: 1/28/08

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Job Description

Title: **Senior Class Advisor**

Qualifications: The interpersonal, problem-solving and organizational skills and knowledge required to direct this extra-curricular program; the ability to perform the tasks listed below; and such other qualifications of academic, professional, and personal excellence as the Board of Trustees may specify.

Primary  
Responsibility to: Principal

Job Goal: To provide opportunities for students to develop lifetime skills in an environment that supports the District's mission.

Performance Tasks: The Senior Class Advisor shall:

- A. Assume responsibility for development and supervision of Senior Class activities.
- B. Provide a positive role model for students.
- C. Follow and ensure compliance with the policies of Joint School District No. 171.
- D. Conduct monthly senior class meetings.
- E. Schedule and supervise two social activities during non-school time for the student body
- F. Supervise students and maintain discipline during all senior class activities.
- G. Coordinate fund raising activities with the principal and monitor activity finances
- H. Communicate with principal about program concerns.
- I. Perform such other duties as assigned by the principal.

Terms of  
Employment: The employment period shall be for the school year. Salary will be based on the approved extra-curricular salary schedule Non-certified employees are considered "at will" employees and do not have a contract, due process rights, or continued expectation of employment.

Evaluation: Performance of this position will be evaluated at least once a year by the activities director and principal.

-----  
By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

Our Mission: In partnership with families and communities, Joint School District No. 171 is committed to provide a positive and collaborative environment that enables all students to become respectful, self-directed, independent, and motivated life-long learners who have knowledge and life skills necessary to meet the complex challenges of a rapidly changing world.

Procedure History:

Promulgated on: 1/28/08 Revised on: 6/18/12

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## Job Description

Title: **Junior Class Advisor**

Qualifications: The interpersonal, problem-solving and organizational skills and knowledge required to direct this extra-curricular program; the ability to perform the tasks listed below; and such other qualifications of academic, professional, and personal excellence as the Board of Trustees may specify.

Primary  
Responsibility to: Principal

Job Goal: To provide opportunities for students to develop lifetime skills in an environment that supports the District's mission.

Performance Tasks: The Junior Class Advisor shall:

- A. Assume responsibility for development and supervision of Junior Class activities.
- B. Provide a positive role model for students.
- C. Follow and ensure compliance with the policies of Joint School District No. 171.
- D. Conduct monthly junior class meetings.
- E. Schedule and supervise two social activities during non-school time for the student body
- F. Supervise students and maintain discipline during all junior class activities.
- G. Coordinate fund raising activities with principal and monitor activity finances
- H. Communicate with principal about program concerns.
- I. Perform such other duties as assigned by the principal.

Terms of  
Employment: The employment period shall be for the school year. Salary will be based on the approved extra-curricular salary schedule Non-certified employees are considered "at will" employees and do not have a contract, due process rights, or continued expectation of employment.

Evaluation: Performance of this position will be evaluated at least once a year by the activities director and principal.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

Our Mission: In partnership with families and communities, Joint School District No. 171 is committed to provide a positive and collaborative environment that enables all students to become respectful, self-directed, independent, and motivated life-long learners who have knowledge and life skills necessary to meet the complex challenges of a rapidly changing world.

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Procedure History:

Promulgated on: 1/28/08

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Job Description

Title: **Sophomore Class Advisor**

Qualifications: The interpersonal, problem-solving and organizational skills and knowledge required to direct this extra-curricular program; the ability to perform the tasks listed below; and such other qualifications of academic, professional, and personal excellence as the Board of Trustees may specify.

Primary  
Responsibility to: Principal

Job Goal: To provide opportunities for students to develop lifetime skills in an environment that supports the District's mission.

Performance Tasks: The Sophomore Class Advisor shall:

- A. Assume responsibility for development and supervision of Sophomore Class activities.
- B. Provide a positive role model for students.
- C. Follow and ensure compliance with the policies of Joint School District No. 171.
- D. Conduct sophomore class meetings at least every other month.
- E. Supervise students and maintain discipline during all sophomore class activities.
- F. Schedule and supervise one social activity during non-school time for the student body.
- G. Coordinate fund raising activities with the principal and monitor activity finances
- H. Communicate with principal about program concerns.
- I. Perform such other duties as assigned by the principal.

Terms of  
Employment: The employment period shall be for the school year. Salary will be based on the approved extra-curricular salary schedule. Non-certified employees are considered "at will" employees and do not have a contract, due process rights, or continued expectation of employment.

Evaluation: Performance of this position will be evaluated at least once a year by the activities director and principal.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

Our Mission: In partnership with families and communities, Joint School District No. 171 is committed to provide a positive and collaborative environment that enables all students to become respectful, self-directed, independent, and motivated life-long learners who have knowledge and life skills necessary to meet the complex challenges of a rapidly changing world.

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Procedure History:

Promulgated on: 1/28/08

Revised on: 6/18/12

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Title: **Freshman Class Advisor**

Qualifications: The interpersonal, problem-solving and organizational skills and knowledge required to direct this extra-curricular program; the ability to perform the tasks listed below; and such other qualifications of academic, professional, and personal excellence as the Board of Trustees may specify.

Primary  
Responsibility to: Principal

Job Goal: To provide opportunities for students to develop lifetime skills in an environment that supports the District's mission.

Performance Tasks: The Freshman Class Advisor shall:

- A. Assume responsibility for development and supervision of Freshman Class activities.
- B. Provide a positive role model for students.
- C. Follow and ensure compliance with the policies of Joint School District No. 171.
- D. Conduct freshman class meetings at least every other month
- E. Supervise students during all freshman class activities.
- F. Schedule and supervise one social activity during non-school time for the student body.
- G. Coordinate fund raising activities with the principal and monitor activity finances
- H. Communicate with principal about program concerns.
- I. Perform such other duties as assigned by the principal.

Terms of  
Employment: The employment period shall be for the school year. Salary will be based on the approved extra-curricular salary schedule. Non-certified employees are considered "at will" employees and do not have a contract, due process rights, or continued expectation of employment.

Evaluation: Performance of this position will be evaluated at least once a year by the principal.

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By signing below, I acknowledge that I have read and understand the above job description.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

Our Mission: In partnership with families and communities, Joint School District No. 171 is committed to provide a positive and collaborative environment that enables all students to become respectful, self-directed, independent, and motivated life-long learners who have knowledge and life skills necessary to meet the complex challenges of a rapidly changing world.

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Procedure History:

Promulgated on: 1/28/08

Revised on: 6/18/12





## **Work Day 5210**

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For purposes of this policy, Work Day for certificated employees is defined as the time an employee is expected to be on the school's premises. The Board and Administration recognize that certificated teaching professionals put in hours far in excess of those hours which they are expected to be at the school; however, this excess time is not considered as part of the Work Day for the purposes of this policy.

Work Day for classified employees is defined as the length of time of scheduled work for the individual classified employee. No work outside of this time frame is expected, required, or approved.

### Length of Work Day - Certified

The teacher workday will be from 7:30 A.M. to 4:00 P.M. Teachers will be available to pupils before school in the morning and after school in the evenings.

On Fridays that are assigned, the work day will be from 8:00 A.M. to 2:30 P.M.

### Length of Work Day - Classified

The length of a classified work day is governed by the number of hours for which the employee is assigned. The workday is exclusive of lunch. The schedule will be established by the supervisor. Normal office hours in the district will be 7:30 a.m. to 4:00 p.m. Monday through Thursday. Summer hours for District Office will be 8:00 a.m. to 4:00 p.m. Monday through Thursday.

Cross Reference: Negotiations Agreement

Legal Reference: 29 USC 201 to 219 Fair Labor Standards Act of 1985  
29 CFR 516, et seq. FLSA Regulations

### Policy History:

Adopted on: 1/22/07

Revised: 3/19/12

Revised: 7/21/2014

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## **Assignments, Reassignments, Transfers**

**5220**

All staff shall be subject to assignment, reassignment and/or transfer of position and duties by the Superintendent.

Teachers shall be assigned at the levels and in the subjects for which their certificates are endorsed. The Superintendent shall provide for a system of assignment, reassignment and transfer of classified staff, including voluntary transfers and promotions consistent with this policy and State law. Nothing in this policy shall prevent the reassignment of a staff member during the school year. Any teacher who is transferred involuntarily or voluntarily transfers to a position that would otherwise necessitate an involuntary transfer will have the assistance of Joint School District No. 171 to transport classroom items to the transferred location. Involuntary transfers will not be made for punitive reasons.

### **Classified Staff**

The right of assignment, reassignment and transfer shall remain that of the Board and/or Superintendent. Written notice of a reassignment or involuntary transfer shall be given the employee. Opportunity shall be given for the staff member to discuss the proposed transfer or reassignment with the Superintendent.

### **Teaching**

All teachers shall be given notice of their teaching assignments relative to grade level, building and subject area before the beginning of the school year, recognizing that such placement could change subsequent to this initial notice including during the course of the school year..

Cross Reference: 5100 Hiring Process and Criteria  
Negotiations Agreement

### **Policy History:**

Adopted: 1/22/07

Revised: 2/27/12, 6/17/13

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The District has a legal obligation to protect the morals, health, and safety of the District's students and personnel and in furtherance of such has an obligation to prohibit the presence of and/or provide for the removal of individuals whose presence is detrimental to the morals, health, safety, academic/learning environment, or discipline of pupils. The District further has a legal obligation to assure that professional teaching personnel are free from contagious disease.

Should a situation arise where the Superintendent or designee has reasonable and articulable grounds to believe that any school employee, certificated or non-certificated, is suffering from a physical or mental illness:

1. And that such illness prevents or impairs the ability of the employee to perform his or her duties; or
2. Poses a risk and/or is detrimental to the health, welfare, or safety of students; or
3. Poses a risk and/or is detrimental to the health, welfare, or safety of other employees; or
4. Falls within the requirements of Section 33-1202(3), Idaho Code, for certificate holders to be free from contagious diseases that may pose a health or safety risk to students or other employees;

the Superintendent or designee may require the employee to secure a physical or mental examination and obtain a written medical certificate clearing the employee for work to be submitted to the Superintendent and may put such employee on a period of paid leave, pursuant to District and State statutory leave requirements, until such time as the examination and clearance to return to work has been obtained. Should such a request be made:

1. The requested examination shall be at the cost of the District;
2. The information obtained by the District as a result of the examination shall remain confidential and disclosed only to employees in a position to require knowledge; and
3. The employee shall not suffer any loss of compensation during the period of absence associated with the requested examination.

Legal Reference: I.C. § 33-512 Governance of Schools  
I.C. § 33-1202 Eligibility for Certificate

Policy History:  
Adopted on: 2/27/12

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## **Accommodating Individuals With Disabilities**

**5230**

Individuals with disabilities shall be provided a reasonable opportunity to participate in all school-sponsored services, programs, or activities on an equal basis to those without disabilities and will not be subject to illegal discrimination. The District will provide auxiliary aids and services where necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity.

Each service, program, or activity operated in existing facilities shall be readily accessible to, and useable by, individuals with disabilities. New construction and alterations to facilities existing before January 26, 1992, will be accessible when viewed in their entirety.

The Superintendent is designated the Americans With Disabilities Act, Title II Coordinator and, in that capacity, is directed to:

1. Oversee the District's compliance efforts, recommend necessary modifications to the Board, and maintain the District's final Title II self-evaluation document and keep it available for public inspection.
2. Institute plans to make information regarding Title II's protection available to any interested party.

Individuals with disabilities should notify the Superintendent or building principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far as possible before the school-sponsored function, program, or meeting.

Cross Reference: 5250 Uniform Grievance Procedure

Legal Reference : Americans with Disabilities Act, 42 U.S.C. §§ 12111, et seq., and 12131, et seq.; 28 C.F.R. Part 35.

### **Policy History:**

Adopted on: 1/22/07

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

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

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

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

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

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

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

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

**Confidentiality** Due to the damage that could result to the career and reputation of any person falsely or in bad faith accused of sexual harassment, all investigations and hearings

surrounding such matters will be designed to the maximum extent possible to protect the privacy of, and minimize suspicion towards, the accused as well as the complainant. Only those persons responsible for investigating and enforcing this policy will have access to confidential communications. In addition, all persons involved are prohibited from discussing the matter with co-workers and/or other persons not directly involved in resolving the matter.

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

Cross Reference:           5250       Uniform Grievance Procedure

Legal Reference:                       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

Policy History:

Adopted on: 1/22/07

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**Sexual Harassment/Sexual Intimidation in the Workplace Acknowledgment 5240F**

I have read and been informed about the content and expectations of the Sexual Harassment/Intimidation in the Workplace Policy. I have received a copy of the policy and agree to abide by the guidelines as a condition of employment and continuing employment by the District.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Employee Printed Name

\_\_\_\_\_  
Date

**Form History**

Promulgated on: 11/21/11

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

**Grievance Procedure**

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

The District will endeavor to respond to and resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies, and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. An employee's involvement in the grievance process shall not cause any action to be brought against him/her by the Board or administration.

A certified employee has the right to discuss the matter informally with any member of the administration. The grievant who is a certified employee may be accompanied by a representative of the local education association at Levels 2 and 3 of the grievance procedure and by local or state association at Level 4. The certified employee shall not be required to discuss any grievance if the Association representative is not present. A grievance may be withdrawn at any level without establishing precedent.

All documents, communications, and records dealing with the processing of a grievance shall be filed separately from the personnel files of the participants.

"Days" shall consist of school days; except when a grievance is submitted less than ten (10) days before the close of the current school term, time limits shall consist of all weekdays (Mondays through Friday) in order that the matter may be resolved before the close of the school term or as soon thereafter as possible. School days for the purposes of the grievance procedure shall mean teacher-employment days. Grievances not filed or advanced to the next step within the allowed time limits shall be deemed invalid and subject to no further processing.

Hearings held under this procedure shall be conducted at a time and place that will afford a fair and reasonable opportunity for all persons, including witnesses, entitled to be present to attend. Such hearings shall be conducted during non-school hours, unless there is mutual agreement for other arrangements.

### Level 1: Informal

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

If the complaint alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act, or sexual harassment, the principal shall turn the complaint over to the Nondiscrimination Coordinator who shall investigate the complaint. The District has appointed Nondiscrimination Coordinators to assist in the handling of discrimination complaints. The statement of grievance must be in writing and include times, dates, places and circumstances surrounding the allegation(s). The names of witnesses, if any, should be included in this statement.

The Coordinator will complete the investigation and file the report with the Superintendent within thirty (30) days after receipt of the written grievance. The Coordinator may hire an outside investigator if necessary. If the Superintendent agrees with the recommendation of the Coordinator, the recommendation will be implemented. If the Superintendent rejects the recommendation of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within ten (10) days of receiving the report of the Coordinator to the Board for a hearing. The District will maintain a complete written record of each complaint, the manner in which it was investigated, and the manner in which it was resolved. Such records will be maintained pursuant to the District's record retention policy unless circumstances dictate that the file should be retained for a longer period of time. Written records, to the extent appropriate, will be maintained in a confidential manner in a location separate from the personnel files of the participants.

### Level 2: Principal

If the complaint is not resolved at Level 1 within seven days, the grievant may file a written grievance stating: 1) the nature of the grievance and 2) the remedy requested. It must be signed and dated by the grievant. The Level 2 written grievance must be filed with the principal within twenty (20) days of the event or incident, or from the date the grievant could reasonably become aware of such occurrence.

Within five (5) days of receipt of the written grievance, the principal and grievant will call a meeting to discuss the formal grievance. The principal shall provide the aggrieved party a written answer to the grievance, rendering his decision and its rationale, within five (5) days of the formal meeting.

If the complaint alleges a violation of Board policy or procedure, the principal shall investigate and attempt to resolve the complaint. If either party is not satisfied with the principal's decision the grievance may be advanced to Level 3 by requesting in writing that the Superintendent review the principal's decision. This request must be submitted to the Superintendent within ten (10) days of the principal's decision.

### Level 3: Superintendent

Upon receipt of the request for review, the Superintendent shall schedule a meeting between the parties and the principal to take place within seven (7) days. The parties shall be afforded the opportunity to either dispute or concur with the principal's report. The parties of interest have the right to include in the meeting such witnesses as they deem necessary to develop facts pertinent to the grievance. The Superintendent shall decide the matter within five (5) days of the meeting and shall notify the parties in writing of the decision and of the reason for the decision. If the Superintendent agrees with the recommendation of the principal, the recommendation will be implemented. If the Superintendent rejects the recommendation of the principal, the matter may either be referred to an outside investigator for further review or resolved by the Superintendent.

If either party is not satisfied with the decision of the Superintendent or if no decision has been rendered within five (5) days of receipt of the formal written grievance and/or hearing, the Board is the next avenue for appeal. A written appeal must be submitted to the Board chairman within ten (10) days of receiving the Superintendent's decision. The Board is the policy-making body of the school, however, and appeals to that level must be based solely on whether or not policy has been followed. Any individual appealing a decision of the Superintendent to the Board bears the burden of proving a failure to follow Board policy.

### Level 4: The Board

Upon receipt of a written appeal of the decision of the Superintendent, and assuming the individual alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting (or within twenty days if the grievant is a certified employee of the district). The grievant has the right to include in the meeting such witnesses as he/she deems necessary to develop facts pertinent to the grievance. Either party has the right to legal representation. A decision, together with its rationale, shall be made and reported in writing to all parties within five (5) days of that meeting. The decision of the Board will be final but it may be appealed through courts in accordance with state law.

Cross Reference: Negotiations Agreement

### Procedure History:

Adopted on: 1/22/07

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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 or his/her designee shall review with staff the legal requirements concerning suspected child abuse at the commencement of each year.

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

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

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

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

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

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

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

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

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

Policy History:  
Adopted on: 1/22/07

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**Report of Suspected Child Abuse, Abandonment or Neglect**

**5270**

Original to: Local Law Enforcement \_\_\_\_  
Department of Health and Welfare \_\_\_\_  
Copy to: Superintendent \_\_\_\_  
Building Principal \_\_\_\_

From: \_\_\_\_\_ Title: \_\_\_\_\_

School: \_\_\_\_\_ Phone: \_\_\_\_\_

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

Name of Minor: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Date of Report: \_\_\_\_\_ Attendance Pattern: \_\_\_\_\_

Father: \_\_\_\_\_ Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Mother: \_\_\_\_\_ Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Guardian or Step-Parent: \_\_\_\_\_ Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Any suspicion of injury/neglect to other family members:

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

Previous action taken, if any:

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

Date Received: \_\_\_\_\_ Date of Investigation: \_\_\_\_\_

Policy History:

Adopted on: 1/22/07

## **Personal Conduct**

**5280**

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 that 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. An educator shall not tutor for remuneration any student assigned to his/her class, except when specifically approved by the Board of Trustees.

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 the Payroll/Personnel Coordinator.

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

Legal Reference: I.C. § 33-1208 Revocation, Suspension or Denial of  
Certificate – Grounds  
Code of Ethics of the Idaho Teaching Profession

### **Policy History:**

Adopted on: 1/22/07

Revised on: 11/19/07

**CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS**

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) It has since been amended and approved by the Idaho legislature. The date of approval follows the IDAPA subsection.

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 the high level of honesty, accuracy, and responsibility.
- ☐ Principle VI: A professional educator maintains integrity with students, colleagues, parents, patrons, and 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 the 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 ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities while following recognized professional principles.

IDAPA 08  
TITLE 02  
CHAPTER 02

**08.02.02 – RULES GOVERNING UNIFORMITY**

## **076. CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 3-1208 AND 33-1209, IDAHO CODE)**

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. (3-20-04)

### **01. Aspirations and Commitments (3-20-04)**

- 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. (3-20-04)
- b. The professional educator provides 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 goals and potential as an effective citizen. (3-11-06)
- 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 cultures and beliefs. (3-20-04)
- d. The professional educator is committed to the public good and will help preserve and promote the principles of democracy. He will provide input to the local school board to assist in the board's mission of developing and implementing sound educational policy, while promoting a climate in which the exercise of professional judgment is encouraged. (4-11-06)
- e. The professional educator believes the quality of services rendered by the education profession directly influences the nation and its citizens. He strives, therefore, to establish and maintain the highest set of professional principles of behavior, to improve education practice, and to achieve conditions that attract highly qualified persons to the profession. (4-11-06)
- f. The professional educator regards the employment agreement as a pledge to be executed in a manner consistent with the highest ideals of professional service. He believes that sound professional personal relationships with colleagues, governing boards, and community members are built upon integrity, dignity, and mutual respect. The professional educator encourages the practice of the profession only by qualified persons. (4-11-06)

- 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 Section 18-110 and Section 18-111, Idaho Code. All infractions (traffic) as defined by Section 18-11 3A, Idaho Code are excluded. (3-20-04)
- 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 (3-20-04):
- a. Committing any act of child abuse including physical and/or emotional abuse; (3-20-04)
  - b. Committing any act of cruelty to children or any act of child endangerment; (3-20-04)
  - c. Committing or soliciting any sexual act from any minor or any student regardless of age; (3-20-04)
  - d. Committing any act of harassment as defined by district policy; (4/11/06)
  - e. Soliciting, encouraging, or consummating a romantic or inappropriate relationship (whether written, verbal, or physical) with a student. regardless of age; (3-20-04)
  - f. Using inappropriate language including, but not limited to, swearing and improper sexual comments; □(3-20-04)
  - 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; (4/11/06)
  - 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: and (4/11/06)
  - j. Conduct that is detrimental to the health and welfare of students. (4/11/06)
- 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; (3-20-04)
  - b. Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming alcohol; (3-20-04)
  - c. Inappropriate/illegal use of prescription medications on school premises or at any school-sponsored events, home or away; (4/11/06)
  - d. Inappropriate or illegal use of drugs or alcohol that impairs the individual's ability to function; and (4/11/06)
  - e. Possession of an illegal drug as defined in Idaho Code, Chapter 27 Uniform Controlled Substances. (3-20-04)
- 05. Principle IV.** A professional educator exemplifies honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to: (3-20-04)
- a. Fraudulently altering or preparing materials for licensure or employment: (3-20-04)

- b. Falsifying or deliberately misrepresenting professional qualifications, degrees, academic awards, and related employment history when applying for employment and/or licensure; (3-20-04)
- 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; (3-20-04)
- d. Failure to notify the state of past criminal convictions at the time of application for licensure; (3-20-04)
- 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.); (4-11-06)
- f. Falsifying, deliberately misrepresenting, or deliberately omitting reasons for absences or leaves; (3-20-04)
- g. Falsifying, deliberately misrepresenting, or deliberately omitting information submitted in the course of an official inquiry and/or investigation; and, (3-20-04)
- h. Falsifying, deliberately misrepresenting, or deliberately omitting material information on an official evaluation of colleagues. (3-20-04)

**06. Principle 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: (3-20-04)

- a. Misusing, or unauthorized use of, public or school-related funds or property; (3-20-04)
- b. Failing to account for funds collected from students or parents; (3-20-04)
- c. Submitting fraudulent requests for reimbursement of expenses or for pay; (3-20-04)
- d. Co-mingling of public or school-related funds in personal bank account(s); (3-20-04)
- e. Using school computers for use in a private business; (3-20-04)
- f. Using school computers to deliberately view or print pornography; and, (3-20-04)
- g. Deliberate use of poor budgeting/accounting practices. (3-20-04)

**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: (3-20-04)

- a. Unauthorized soliciting of students and/or parents of students to purchase equipment or supplies from the educator who will directly benefit; (3-20-04)
- b. Accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest; (3-20-04)
- c. Tutoring students assigned to the educator for remuneration unless approved by the local board of education; and, (3-20-04)
- d. Soliciting, accepting or receiving a pecuniary benefit greater than fifty (\$50.00) dollars as defined in Section 18-1359(b), Idaho Code (3-20-04)

**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: (3-20-04)

- 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 (3-20-04)
- b. Sharing of confidential information about colleagues obtained through employment practices with inappropriate individuals or entities. (3-20-04)

**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: (3-20-04)

- a. Abandoning any contract for professional services without the prior written release from the contract by the employing school district or agency; (3-20-04)
- b. Willfully refusing to perform the services required by a contract; and, (3-20-04)
- 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. (3-20-04)

**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: (3-20-04)

- a. Failure to comply with Section 33-1208A, Idaho Code, (reporting requirements and immunity) (3-20-04)
- b. Failure to comply with Section 16-1605, Idaho Code, (reporting of child abuse, abandonment or neglect): (4-11-06)
- c. Failure to comply with Section 33-512B, Idaho Code, (suicidal tendencies and duty to warn); and, (4-11-06)
- d. Having knowledge of a violation of the Code of Ethics for Idaho Professional Educators and failing to report the violation to an appropriate education official. (3-20-04)

**5281**

- d. Failure to cooperate with the Professional Standards Commission in inquiries and/or investigations or hearings: (3-20-04)
- e. Using institutional privileges for the promotion of political candidates or for political activities, except for local, state or national education association elections; (4-11-06)
- f. Deliberately falsifying information presented to students. (4-11-06)
- g. Willfully interfering with the free participation of colleagues in professional associations; and (4-11-06)
- h. Taking inappropriate pictures digital, photographic or video) of colleagues. (4-11-06)

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

01. **Administrative Complaint.** A document issued by the State Department of Education outlining the specific, purported violations of Idaho Code Section 33-1208, and/or the Code of Ethics for Idaho Professional Educators. (3-20-04)
02. **Allegation.** A purported violation of the Code of Ethics for Idaho Professional Educators or Idaho code. (3-20-04)
03. **Certificate.** A document issued by the Department of Education under the authority of the State Board of Education allowing a person to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist school nurse or school librarian (Section 33-1201, Idaho Code).
04. **Certificate Denial.** The refusal of the state to grant a certificate for an initial or reinstatement application. (3-20-04)
05. **Certificate Suspension.** A time-certain invalidation of any Idaho certificate as determined by a stipulated agreement or a due process hearing panel as set forth in Section 33-1209. Idaho Code. (3-20-04)
06. **Complaint.** A signed document defining the allegation that states the specific ground or grounds for revocation, suspension, denial. place reasonable conditions on a certificate or issuance of a letter of reprimand (Section 33-1209 (1) Idaho Code), The State Department of Education may initiate a complaint. (4-11-06)
07. **Conditional Certificate.** Allows an educator to retain licensure under certain stated certificate conditions as determined by the Professional Standards Commission (Section 33-1209 (10) Idaho Code). (3-20-04)
08. **Contract.** Any signed agreement between the school district and a certificated educator pursuant to Idaho Code 33-513(1). (3-20-04)
09. **Conviction.** Refers to all instances regarding a finding of guilt by a judge or jury; a plea of guilt by Nob Contendere or Alford plea; or all proceedings in which a sentence has been suspended, deferred or withheld. (3-20-04)
10. **Educator.** A person who holds or applies for an Idaho certificate (Section 33-1001(16) and Section 33-1201 Idaho Code). (3-20-04)
11. **Education Official.** An individual identified by local school board policy, including, but not limited to. a superintendent, principal, assistant principal. or school resource officer (SRO). (3-20-04)
12. **Ethics Committee.** A decision-making body comprised of members of the Professional Standards Commission, including the chair and/or vice-chair of the Commission. A prime duty of the committee is to review purported violations of the Code of Ethics for Idaho Professional Educators to determine probable cause and direction for possible action to be taken against a certificate holder. (4-11-06)
13. **Hearing.** A formal review proceeding that ensures the respondent due process. The request for a hearing is initiated by the respondent and is conducted by a panel of peers. (3-20-04)
14. **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. (3-20-04)
15. **Investigation.** The process of gathering factual information concerning a valid, written complaint in preparation for review by the Professional Standards Commission Ethics Committee or following review by the Ethics Committee at the request of the deputy attorney general assigned to the Department of Education. (4-11-06)
  16. **Minor.** Any individual who is under 18 years of age. (3-20-04)
  17. **Not Sufficient Grounds.** A determination by the Ethics Committee that there is not sufficient evidence to take action against an educator's certificate. (4-11-06)
  18. **Principles.** Guiding behaviors that reflect what is expected of professional educators in the state of Idaho while performing duties as educators in both private and public sectors. (3-20-04)
  19. **Reprimand.** A written letter admonishing the certificate holder for his conduct. The reprimand cautions that further unethical conduct may lead to consideration of a more severe action against the holder's certificate. (3-20-04)
  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. (3-20-04)
  21. **Revocation.** The invalidation of any Certificate held by the educator. (3-20-04)
  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. (3-20-04)
  23. **Student.** Any individual enrolled in any Idaho public or private school from preschool through grade 12. (3-20-04)
  24. **Sufficient Grounds.** A determination by the Ethics Committee that sufficient evidence exists to issue an Administrative Complaint. (3-20-04)

### **VIOLATIONS OF THE CODE OF ETHICS OF THE IDAHO TEACHING PROFESSION**

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

Legal Reference: IDAPA 08.02.02.076  
Idaho Code § 33-1208  
Idaho Code § 33-1208A  
Idaho Code § 33-1209

Policy History:  
Adopted on: 1/22/07  
Revised on: 8/17/09

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## **Solicitations**

**5285**

### **Solicitations By Staff Members**

Teachers will not sell, solicit for sale, advertise for sale for personal gain any merchandise or service nor will teachers organize students for such purposes without the approval of the superintendent.

### **Solicitations Of Staff Members**

No non-school organization may solicit funds from employees or distribute flyers related to fund drives through the schools without the approval of the superintendent.

#### **Policy History:**

Adopted on: 1/22/07

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## **Communications**

**5287**

Communications of an official character sent from the school to the parents or guardian must be referred to and approved by the principal before they are sent home.

Communications and notices of a personal nature that may cause embarrassment either to the parents or to the children if read by persons other than the ones concerned should be sent to parents or guardians in sealed envelopes. Where possible a personal interview is preferred to written communication.

All communications going outside the school must first be cleared by the administrative office.

### **Policy History:**

Adopted on: 9/13/76

Revised on 11/19/07

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**5300**

**Tobacco Free Policy****5310**

The District maintains tobacco free buildings and grounds. Use of tobacco will not be allowed in any buildings or grounds nor will employees be allowed to use tobacco while on duty. New employees of the District will be hired with the understanding that they will be directed not to use tobacco in school buildings or grounds. Limitations or prohibitions on tobacco use are applicable to all hours.

Legal Reference: I.C. § 39-5501 et seq. Clean Indoor Air Act

**Policy History:**

Adopted on: 1/22/07

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Drug- and Alcohol-Free WorkplacePurpose

Joint School District #171 is committed to a safe working environment, to making adequate provisions for the safety and health of its employees at their place of employment, and to the safety and health of the students we serve as well as the general public.

The use of illegal drugs, alcohol, and the misuse of prescription drugs is unacceptable. All District workplaces are hereby declared to be drug- and alcohol-free workplaces. A copy of this policy will be provided to each employee with materials describing the dangers of drug use in the workplace and information on any drug counseling, rehabilitation, or employee assistance programs available.

All employees are prohibited from:

1. Unlawful manufacturing, dispensing, distributing, possessing, being under the influence of a controlled substance, or using illegal drugs or drug paraphernalia, while on District premises, while performing work for the District, or in attendance at District-approved or school-related functions.
2. Distributing, manufacturing, selling, consuming, using, possessing, or being under any degree of intoxication or odor from alcohol while on District premises, while performing work for the District or in attendance at school-approved or school-related functions.
3. Employees on duty shall not use or take prescription drugs above the level recommended by the prescribing physician and shall not use prescribed drugs for purposes other than those for which they are intended. In addition, employees will not distribute a prescribed drug to another employee or student.

As a condition of employment, each employee shall:

1. Abide by the terms of the District policy respecting a drug- and alcohol-free workplace; and
2. Notify his or her Superintendent of his or her conviction under any criminal drug statute including but not limited to the use of controlled substances, alcohol, prescription drugs, or over-the-counter drugs for a violation occurring on the district premises or while performing work for the District, no later than five (5) days after such a conviction.

Definitions as Used in This Policy

1. "Illegal use of drugs" means the use of drugs, the possession or distribution of which is unlawful. Such term does not include the use of a drug taken under the supervision by a licensed health care professional.

2. "Drug" or "illegal drug" means a controlled substance as defined in Schedules I through V of Section 202 of the Controlled Substances Act found in Chapter 27, Title 37 Idaho Code.
3. "Conviction" means a finding of guilt, including a plea of no-contest, or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.
4. "Criminal Drug Law" means a federal or non-federal criminal statute involving the manufacture, distribution, dispensing, possession, or use of any controlled substance.
5. Controlled Substance – means any drug or substance that is: 1) not legally obtainable; 2) being used in a manner different than prescribed; 3) legally obtainable, but has not been legally obtained; or 4) referenced in federal or state controlled substance acts.
6. "Substance Abuse" Substance abuse is the misuse or illicit use of alcohol, drugs, or controlled substances, including but not limited to marijuana, heroin, or cocaine.

### Confidentiality

Records that pertain to the District's employee required substance screens are recognized to be private and sensitive records. They shall be maintained by the Superintendent or his designee in a secure fashion to insure confidentiality and privacy and be disclosed only to the extent necessary to address any work-related safety risks occasioned by either the drug or alcohol use. Medical records, and information relating directly thereto, shall be maintained in accordance with provisions of Idaho law and used with the highest regard for employee privacy consistent with law and the purpose of achieving and maintaining a drug free workplace. All personnel records and information regarding referral, evaluation, substance screen results, and treatment shall be maintained in a confidential manner and no entries concerning such shall be placed in an employee's personnel file.

### Pre-Employment Testing

Applicants being offered employment positions ~~may~~ shall be required to submit to a urinalysis test for the detection of the illegal use of drugs. Applicants shall be given a copy of this policy in advance of employment. Applicants must acknowledge having read or had this policy explained to them and should understand that as a condition of employment they are subject to its contents. Applicants shall sign an acknowledgment prior to substance screening, permitting the summary result to be transmitted to the Superintendent or his designee. The District shall pay the cost of the pre-employment test.

An applicant refusing to complete any part of the drug testing procedure shall not be considered a valid candidate for employment with the District, and such will be considered as a withdrawal of the individual's application for employment. If substance screening shows a confirmed positive result for which there is no current physician's prescription, a second confirming test may be requested by the Superintendent or his designee. If the first or any requested second confirming test is positive, any job offer shall be revoked.

## Physical Examination/Screening Based Upon Reasonable Suspicion

Whenever the Board, through its authorized designee, and/or the Superintendent, reasonably suspects that an employee's work performance or on-the-job behavior may have been affected in any way by illegal drugs or alcohol or that an employee has otherwise violated the District's Drug-Free Workplace Substance Abuse Policy, the employee may be required to submit a breath, saliva, urine and/or blood sample for drug and alcohol testing. When a supervisor observes or is notified of behaviors or events that lead the supervisor to believe that the employee is in violation of the Drug-Free Workplace Substance Abuse Policy, the supervisor shall notify the Superintendent.

An employee who is required to submit to drug/alcohol testing based upon reasonable suspicion and refuses shall be charged with insubordination, and necessary procedures will be taken to terminate the employee in accordance with Board policy and state law.

An employee who tests positive on a reasonable suspicion test will be in violation of this policy. Violation of this policy shall constitute grounds for termination in accordance with Board policy and state law.

The District's authorized designee, or the Superintendent is the only individual in the District authorized to make the determination that reasonable suspicion or cause exists to order a drug screen and are the only individuals who may order an employee to submit to a drug screen. The District shall pay the cost of the drug screen.

Two types of cases for which reasonable suspicion procedures may be invoked are:

1. Chronic Case - Deteriorating job performance or changes in personal traits characteristics where the use of alcohol or drugs may be reasonably suspected as the cause.
2. Acute Case - Appearing to be under the present influence of alcohol and/or drugs or investigation of an accident where the use of alcohol or drugs is reasonably suspected to be a contributing cause in a specific incident or observation.

Circumstances under which substance screening may be considered in either the chronic or acute cases include, but are not limited to, the following:

- (1) Observed use, possession, or sale of illegal drugs and/or use, possession, sale, or abuse of alcohol and/or the illegal use or sale of prescription drugs.
- (2) Apparent physical state of impairment of motor functions.
- (3) Marked changes in personal behavior not attributable to other factors.
- (4) Employee involvement in or contribution to an accident where the use of alcohol or drugs is reasonably suspected or employee involvement in a pattern of repetitive accidents, whether or not they involve actual or potential injury.
- (5) Violations of criminal drug law statutes involving the use of illegal drugs, alcohol, or prescription drugs and/or violations of drug statutes.

The circumstances under which substance screening may be considered, as outlined above, are strictly limited in time and place to employee conduct on duty or during work

hours, or on or in District property, or at school system-approved or school-related functions.

#### Post-Accident Testing

Drivers while on school business or operating a school vehicle involved in a motor vehicle accident which involves either a fatality or the issuance of a citation for a moving violation to the District employee will be tested for alcohol misuse and controlled substance abuse.

The driver will contact the District at the time of the accident unless he or she is physically impaired as a result of the accident. The District will contact the testing lab. The testing lab will specify where the alcohol and/or controlled substance testing is to be completed.

If a driver is not able to produce enough breath to test for alcohol using a state approved breath analyzer, a blood test may be done for alcohol.

Law enforcement officials may require a driver involved in an accident to submit to tests administered as part of their jurisdiction. For purposes of this policy, only the test results provided by the District testing laboratory will be accepted.

Failure of an employee to submit to testing for either alcohol and/or controlled substance will be considered a positive test and will be determined as cause for disciplinary action.

Testing for alcohol must be done within two (2) hours of the time of the accident. Testing for controlled substances must be done within eight (8) hours of the time of the accident.

The driver subject to post-accident testing must refrain from consuming alcohol for either eight (8) hours following the accident or until he/she submits to an alcohol test, whichever comes first. Failure to do so will constitute a positive test result and will be determined as cause for disciplinary action.

#### Opportunity to Contest or Explain Test Results

Employees or job applicants who have a positive confirmed test result may explain or contest the result to the Superintendent or his designee within five (5) working days after the Superintendent or designee contacts the employee or job applicant and shows him/her the positive test result as it was received from the laboratory in writing.

#### Return to Duty Testing

An employee who has been given the opportunity to undergo rehabilitation for drugs or alcohol will, as a condition of returning to duty, shall be required to agree to a reasonable follow-up testing established by the Superintendent or his designee. The extent and duration of the follow-up testing will depend upon the safety or security nature of the employee's position and the nature and extent of the employee's substance abuse problem. The Superintendent or his designee is to review the conditions of continued employment with the employee prior to the employee's returning to work. Any such condition for

continued employment shall be given to the employee in writing. This Agreement must be signed by the employee before the employee is allowed to return to the job. Prior to the employee coming back on the job, the employee must complete a drug and/or alcohol test done which shows negative results.

The Superintendent or his designee may consult with the employee's rehabilitation program in determining an appropriate follow-up testing program, including the frequency of any substance screening contained in a follow-up testing program. In no instance shall such screening be ordered by the Superintendent or his designee more than one (1) time within a seventy-two (72) hour period. In the event of positive test results, the Superintendent or his designee will work out disciplinary procedures, if any, in accordance with Board policy and state law.

Any employee subject to return to duty testing that has a confirmed positive drug test shall be in violation of this policy. Violation of this policy shall constitute grounds for immediate termination in accordance with Board policy and state law.

### Inspections

Employees may be assigned District-owned offices, vehicles, lockers, desks, cabinets, etc. for the mutual convenience of the District and personnel. Employees have no expectation of privacy in any of these locations or any personal belongings which they may place in such areas.

Whenever the Board reasonably suspects that an employee's work performance or on-the-job behavior may have been affected in any way by alcohol or drugs or that an employee has sold, purchased, used or possessed alcohol, drugs or drug paraphernalia on District premises, the Board may search the employee, the employee's locker, desk or other District property under the control of the employee.

Inspections under this policy are limited to investigations into work-related misconduct and offenses. Any searches for law enforcement purposes must comply with all applicable state laws.

### District Action Upon Violation of Policy

Employees in violation of the provisions of this policy shall be subject to disciplinary action up to and including termination. Alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse, employee-assistance rehabilitation program. The fact that an employee has been referred for assistance and his/her willingness or ability to rehabilitate are appropriate considerations as to what, if any, disciplinary action may be taken.

Should District employees be engaged in the performance of work under a federal contract or grant, or under a state contract or grant of \$5,000 or more, the Superintendent or his designee shall notify the appropriate state or federal agency from which the District receives

contract or grant moneys of the employee's conviction, within ten (10) days after receiving notice of the conviction.

In determining whether and to what extent an employee will be disciplined or discharged in regard to violating this policy, the Board will consider the following factors: the degree to which the nature of the criminal offense reduces the District's ability to maintain a safe working environment; the degree to which the nature of the criminal offense unreasonably endangers the safety of other employees and/or students; the degree to which the conviction unreasonably undermines the public confidence in the District's operations; the nature of the criminal offense; the nature of the employee's job with the District; the existence of any explanatory or mitigating facts or circumstances; whether the employee promptly reports the conviction; and any other facts relevant to the employee, including but not limited to years of service and record of performance with the District.

An employee can be discharged for work-related misconduct as provided in I.C. 72-1366, for the following reasons:

1. A confirmed positive drug and/or alcohol test, with a test result of not less than .02 BAC;
2. The employee refusing to provide a sample for testing purposes;
3. The employee altering or attempting to alter a test sample by adding a foreign substance; or
4. The employee submitted a sample that is not his/her own.

Within thirty (30) days after receiving notice of a conviction, the District will take appropriate disciplinary action and/or refer the employee to an appropriate substance abuse rehabilitation program.

Legal Reference: Drug Free Workplace Act of 1988  
I.C. 72-1701 through 72-1716

#### Policy History

Adopted on: 3/19/07

Revised on: 3/15/10, 6/17/13

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**Drug and Alcohol Abuse Testing Program**

1. Purpose. The purpose of this procedure is to establish guidelines to be followed in the drug/alcohol testing of applicants for positions with the District as well as current District employees.
2. Program Responsibility. The Superintendent or his designee has the overall responsibility for this program and will be responsible for reviewing the results of drug tests; reviewing and interpreting each confirmed positive test to determine if there is an alternative medical explanation for the positive result; conducting an interview with the individual testing positive to determine if the positive result was caused by legally prescribed medication; requiring a retest of the original specimen if the Superintendent or his designee deems it necessary; and verifying that the laboratory report and the specimen are correct.
3. If the Superintendent or his designee determines that there is a legitimate medical explanation for the positive test other than the use of a prohibited drug, the Superintendent or his designee will conclude that the test is negative and will not take any further action.

Any employee or prospective employee, who has a positive test result, may request that the same sample be retested by a laboratory mutually agreed upon by the employee and the District.

4. Designation of Laboratory: Weinhoff Drug Testing has been selected to perform the testing on specimens submitted. Weinhoff will be responsible for performing the required drug test and for properly handling specimens for alcohol testing. Weinhoff Drug Testing is a certified lab approved for drug testing. A breath analysis test will be performed by a certified Breath Alcohol Technician.
5. Collection Site. Clearwater Valley Hospital or Clearwater Valley Hospital Clinic is the designated collection site for collecting urine specimens and for conducting breath alcohol testing.
6. Authorization for Testing. When the person reports to the collection site, the drug and/or alcohol screening procedure will be explained and the person will be asked to assist in completing any necessary forms. All persons subject to testing for any reason shall be asked to sign the necessary authorization forms which will allow the test to be performed and for the information to be provided to the Superintendent about the required drug and/or alcohol test.
7. Refusal to Test. Any of the following constitutes refusal to test:
  1. Refusing to sign any of the following forms:
    - a. Statement that a copy of alcohol and drug testing procedures and policy has been given and explained.

- b. Agreement to be tested according to the alcohol and drug testing procedures and policy.
- 2. The following constitutes alcohol testing refusals:
  - a. Refusal by any employee to complete and sign the breath alcohol testing form, or
  - b. Failure to provide adequate breath without a valid medical explanation in writing, or
  - c. Failure of employee to remain readily available for testing for two (2) hours following an accident that requires testing.
- 3. The following constitutes drug testing refusals:
  - a. Failure to provide a urine sample within two (2) hours, without a valid medical explanation in writing, or
  - b. Conduct that clearly obstructs testing procedures.
- 4. Failure of employee to remain readily available for testing for eight (8) hours following an accident requiring testing

8. Specimen Retention. The retention of specimens for possible future analysis is the responsibility of Seinhoff Drug Testing. The clinic will retain all specimens for a minimum period of one (1) week. At such time, negative specimens will be discarded. Positive specimens will be resealed and retained in a separate and secure area for a minimum of one (1) year. Within this one (1) year period, the person tested or the Superintendent or his designee can request in writing that the laboratory retain the sample or an additional reasonable period specified in the request. If no proper written request is received within the one (1) year period, the sample may be discarded.

9. Notification and Administrative Processing of Positive Results. All analytical results, negative and positive, will be reported by the laboratory to the Superintendent within an average of five (5) days after receiving the specimens. The Superintendent or his designee will interview the person to determine if there is any satisfactory explanation for the positive result. The Superintendent or his designee may conduct an additional medical interview with the individual and may require the original specimen to be reanalyzed if necessary.

10. Record Retention. Confidentiality Records of drug tests results are recognized to be private and sensitive records which will be maintained in a secure fashion to insure confidentiality. Records showing an employee passed a drug test will be kept for at least one (1) year. Records showing that an employee failed a drug test, the type of test (e.g., reasonable suspicion), the illegal drug(s) used by the employee, and the disposition of each employee will be kept for at least five (5) years. These records, or any of them, may be maintained by the Superintendent or his designee's discretion for an indefinite period of time beyond the above specified minimums.

Information regarding an individual's drug testing results is confidential and will be released by the Superintendent or his designee only upon the written consent of the individual, except that results may be released and relied upon by the District in any administrative or court action by the employee involving the drug test or any discipline resulting from a violation of this policy, including employment and court proceedings.



11. Collections of Specimens - At least 30 ml of urine will be required to complete the test, or the test will be rejected and must be re-performed. The designated collection site shall have an enclosure within which private urination can occur, a toilet for completion of urination, and a source of water for washing hands. Procedures for collecting urine specimens shall allow individual privacy unless there is reason to believe that a particular individual may alter or substitute the specimen. Examples of reasonable cause to believe a specimen will be altered or substituted include: the presentation of a urine specimen that falls outside the normal temperature range (90.0 deg. F - 100.0 deg. F) and presentation of a specimen with a specific gravity of less than 1.0003.

12. Changes to Procedures - This procedure may be amended from time to time to facilitate changes in the District's Drug Free Workplace Substance Abuse Policy as necessary.

#### Drug and Alcohol Abuse Testing Procedures for Job Applicants

1. All applicants will be furnished a copy of the Drug Free Workplace Substance Abuse Policy in advance of the drug testing and alcohol testing and will have the screening procedure explained to them.
2. Applicants will be asked to sign an authorization for the tests which will release the Superintendent to disclose the results of the drug and alcohol test. In the event an applicant refuses to execute the appropriate authorization or to submit to the drug and alcohol tests, the Superintendent will suspend the procedures at that point.
3. The Superintendent or his designee will review the analytical results of the drug and alcohol tests, and interview the applicant, either by phone or in person, to determine whether there is any satisfactory explanation for a positive result.
4. The Superintendent or his designee may require the original specimen to be reanalyzed if necessary.
5. The Superintendent or his designee will advise the applicant that he or she has tested positive and, if requested, will allow the applicant a reasonable period, not to exceed three (3) days, to provide additional medical evidence of a proper prescription for the drug(s) which caused the positive test. Nothing herein shall be construed as requiring the Superintendent or his designee to disclose to the applicant the drug(s) for which the applicant tested positive. Rather, it is the duty of the applicant to disclose to the Superintendent or his designee and, upon request, to provide the Superintendent or his designee with evidence of all drugs taken by prescription.

#### Drug and Alcohol Testing of Current Employees Reasonably Suspected of Drug or Alcohol Abuse

1. Once the determination has been made that an employee is to be tested based upon reasonable suspicion, the Superintendent or his designee should then transport the

employee to the collection site or make other appropriate arrangements for transportation. The collection site personnel should be notified that the reason for testing is reasonable suspicion.

2. Upon arriving at the collection site, the employee will be asked to sign a release for testing and to assist in completing the necessary forms for testing. After the employee has signed the necessary releases for testing, then the standard procedures for drug and alcohol testing should be followed by the collection site personnel.

3. Once the procedure has been completed, the employee should be transported back to the Superintendent's office where the employee will be placed on administrative leave with pay until the results of the tests are available.

4. If the employee refuses to sign the release or refuses to be tested by Clearwater Hospital or Clinic, the employee should be advised that refusal under Board Policy is insubordination. If the employee continues to refuse, the employee should be transported back to the Superintendent's office. The Superintendent will place the employee on administrative leave with pay with instructions to call his/her office before the normal reporting time for that employee on the following workday.

5. If the Superintendent or his designee feels that the employee is in no condition to operate a vehicle, then the employee should be transported home. Under no circumstances should the employee be allowed to drive, and if the employee insists, the Superintendent or his designee should tell the employee that if he/she gets in a vehicle to drive that he/she will call the police or the Sheriff's Department and give them the location, license plate number, etc.

6. In the event of positive test results, the Superintendent or his designee will review other records of the employee and work out proper disciplinary procedures, if any, in accordance with Board policy and state law.

7. Once the employee has been scheduled for testing, if the employee refuses to be tested, the employee will be considered insubordinate and subject to disciplinary procedures. If an employee has been notified to go for testing and fails to show up for the test, this will be considered the same as refusal to test unless a medical emergency or accident prevents the employee from testing, in which case credible documentation will be required that substantiates the reason for being absent from the testing. If in the sole discretion of the Superintendent, the employee is allowed to be tested at a later date, the above procedure will be repeated. In no case will an employee be allowed more than one (1) opportunity to be rescheduled for testing.

8. Employees who refuse to be tested or who do not appear for testing and do not have a documented credible reason for being absent from the testing time will be subject to disciplinary procedures and will cease to be considered a viable candidate for the current position and for any future position openings in this classification until the employee has signed a release for drug testing at the time of submitting any future applications for this

classification. The collection site personnel should notify the Superintendent in the event an employee refuses to test or does not show for testing. In the event of positive test results, the Superintendent will then review other records of the employee and work out proper disciplinary procedures, if any, in accordance with Board policy and state law.

Legal Reference: Drug Free Workplace Act of 1988  
I.C. 72-1701 through 72-1716

Policy History

Adopted on: 3/15/10

Revised on: 1/10/17

**Drug and Alcohol Abuse Testing Acknowledgment****5320F1**

I have read and been informed about the content, procedures, and expectations of the Drug and Alcohol Abuse Testing Policy and Procedures. I have received a copy of the policy and procedures and agree to abide by the guidelines as a condition of employment and continuing employment by the District.

I understand that if I have questions, at any time, regarding the Drug and Alcohol Abuse Testing Policy and Procedures, I will consult the Superintendent or his designee. I understand that refusal to sign this document constitutes a refusal to test and the Superintendent will follow the Drug and Alcohol Abuse Testing Policy and Procedures regarding a refusal to test in accordance with Board policy and state law.

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Employee Signature

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Employee Printed Name

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Date

**Policy History**

Adopted on: 3/15/10

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**Drug and Alcohol Abuse Testing Agreement**

**5320F2**

I agree to be tested according to the drug and alcohol testing policy and procedures.

I understand that agreeing to be tested according to the drug and alcohol testing policy and procedures is a condition of employment and continuing employment by the District.

I understand that if I have questions, at any time, regarding the Drug and Alcohol Abuse Testing Policy and Procedures, I will consult the Superintendent or his designee.

I understand that refusal to sign this document constitutes a refusal to test and the Superintendent will follow the Drug and Alcohol Abuse Testing Policy and Procedures regarding a refusal to test in accordance with Board policy and state law.

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Employee Signature

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Employee Printed Name

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Date

**Policy History**

Adopted on: 3/15/10

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Computers are defined as desktop personal computers (PCs), laptops, and PDAs (Personal Digital Assistant, handheld computer) with any and all associated peripherals (cameras, scanners, printers, storage devices, etc.). Networks are defined as district owned and operated Local Area Networks (LANs, the networks connecting all the buildings together.) Electronic mail ("e-mail") is defined as a communications tool whereby electronic messages are prepared, sent and retrieved on personal computers and PDAs. On-line services (i.e., the Internet) are defined as a communications tool whereby information, reference material and messages are sent and retrieved electronically on personal computers.

Because of the unique nature of computers/networks/e-mail/Internet, and because of the District's desire to protect its interest with regard to its electronic records, the following rules have been established to address computer/network/e-mail/Internet usage by all employees:

The District computer, network, e-mail and Internet systems are intended to be used for educational purposes only. District employees may use the District's computer/network/e-mail/Internet systems for informal or personal purposes within reasonable limits. All computer/network/e-mail/Internet files are considered District records and should be transmitted only to individuals who have a need to receive them. Additionally, District computer/network/e-mail/Internet files are subject to review by authorized personnel in the performance of their official duties, disclosure to law enforcement or government officials, or to other third parties through subpoena or other process. Consequently, employees should always ensure that the educational information contained in computer/network/e-mail/Internet files is accurate, appropriate and lawful. Computer/network/e-mail/Internet files by employees may not necessarily reflect the views of the District. Abuse of the computer/network/e-mail or Internet systems, through excessive personal use, or use in violation of the law or District policies, will result in disciplinary action, up to and including termination of employment.

Personnel are prohibited from using school computer/network/e-mail/Internet resources to:

- ☐ Engage in gambling,
- ☐ Advertise personal and commercial items,
- ☐ Download, upload, or create files of adult/sexually explicit nature,
- ☐ Download, upload, or create files of glamorous and/or intimate apparel,
- ☐ Participate in personal and/or dating services,
- ☐ Use remote proxies,
- ☐ Participate in online/networked games,
- ☐ Participate in personal electronic chat,
- ☐ Promote election or political campaigns or ballot issues, or
- ☐ Promote issues dealing with private or charitable organizations or foundations.

While the District does not intend to regularly review employees' computer/network/e-mail/Internet records, employees have no right or expectation of privacy in e-mail or the

Internet. The District owns the computers and software making up our e-mail and Internet system and permits employees to use them in the performance of their duties for the District. Computer/network/e-mail files and Internet records are to be treated like shared paper files, with the expectation that anything in them is available for review by the Superintendent.

All personnel must sign the Internet Safety/Acceptable Use Agreement to affirm their understanding of District policy regarding the use of District computer/network/e-mail/Internet resources and services.

Cross Reference:                      5300       Political Activity-Staff Participation  
   5330F       Internet Safety/Acceptable Use Agreement

Legal Reference:                      Idaho Constitution Article III, Section 1  
   Idaho Attorney General Opinion No. 95-07

Policy History:  
Adopted on: 1/22/07  
Revised on: 8/17/09

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Joint School District #171 makes electronic communications and Internet access available to all personnel and students. Our goal in providing this service is to promote educational excellence in schools by facilitating resource sharing, innovation and communication.

**Network Etiquette** - The District expects system users to abide by the generally accepted rules of network etiquette. These rules include, but are not limited to, the following:

- ☐ Be polite; messages typed in capital letters are equivalent to shouting and are considered rude.
- ☐ Use appropriate language; do not send messages that are abusive, obscene, sexually oriented, threatening, harassing, or damaging to another's reputation
- ☐ Do not use another person's account.
- ☐ Log out when you are finished using the system.
- ☐ Conserve district resources related to electronic information and communications.

**Personal Information** - Personal information consists of complete names, addresses, telephone numbers, and identifiable photos. This information is confidential when communicating on the system.

**Personal Safety** - No user may disclose, use, or disseminate Personal Information without authorization. Students should never reveal Personal Information without the permission of their teacher, parent, or guardian. Students should never make appointments to meet people in person, whom they have contacted on the system, without district and parent/guardian permission. Students should notify their teacher or other adult whenever they discover information or messages that they deem dangerous or inappropriate on the web, or when using electronic mail, chat rooms, or other forms of direct electronic communications.

**Internet Safety** - System users may not consider all materials on the Internet to be of educational value, in the context of the school setting. The District will utilize filtering software in order to prevent system users from accessing material that is obscene, pornographic, or harmful to minors, as defined by the Children's Internet Protection Act. Users may request that a school administrator or his/her designee exclude a specific site from Internet filtering, for the purpose of bona fide research, or other educational project. The educational staff will also monitor the online activities of students through direct observation, to ensure that students do not:

- ☐ Engage in inappropriate activities (chat rooms, electronic mail, and other forms of direct communication), unauthorized access (hacking) and other unlawful activities
- ☐ Disclose, use, or disseminate personal information regarding minors

**Acceptable Use** - Use of your network account must be in support of education and research, and consistent with the educational objectives of the school district. The District reserves the right to prioritize use and access to the system. The District prohibits transmission of any material that violates any US or State law or regulation. Forbidden items include material that is:



- ☐ Copyrighted,
- ☐ Threatening, pornographic, obscene, or designed to damage a person's reputation,
- ☐ Protected by a trade secret,
- ☐ For commercial purposes.
- ☐ Advertising for a product, or
- ☐ Political lobbying.

The District allows limited personal use of the system, if the use:

- ☐ Imposes no tangible cost to the District,
- ☐ Does not unduly burden the District's computer and network resources,
- ☐ Has no adverse effect on an employee's job performance, and
- ☐ Has no adverse effect on a student's academic performance.

**Vandalism** - Vandalism is defined as any malicious attempt to harm or destroy district equipment or data, data of another user, this network, or other connected networks. Vandalism includes, but is not limited to, downloading, uploading or creation of computer viruses. Vandalism will result in cancellation of privileges.

**Security** - No computer/network/email/Internet use is private. All users must use only their login or accounts, may not share their login, and shall not leave a computer open and unsupervised while they are logged in. All users shall lock (Ctrl-Alt-Del and "Lock Workstation") a computer when leaving it unsupervised. If you feel that you can identify a security problem on the network you must notify a system administrator; do not demonstrate the problem to others. Attempts to log on as a system administrator will result in cancellation of user privileges. Authorized personnel will review all of the District's system resources and content in the performance of their official duties (managing system resources, combating external and internal electronic attacks, etc.), and forward all forbidden items to the applicable school administrator, the superintendent, the School Board, and law enforcement personnel, as necessary. All users are responsible for all activities performed by their account; engagement in prohibited activities by district employees is grounds for dismissal.

**Privileges** - Use of the District's system is a privilege, not a right. Inappropriate use will result in cancellation of those privileges. All system users shall acknowledge receipt and understanding of administrative regulation governing use of the system, shall agree in writing to comply with such regulations and guidelines, and shall allow monitoring of their system use. System administrators, school administrators, directors, and the superintendent will cooperatively determine what comprises inappropriate use. In the performance of their official duties system administrators may close an account at any time. School administration, faculty, and staff of the District may request system administrators to deny, revoke, or suspend specific user accounts.

**Warranty** - Joint School District #171 makes no warranties of any kind, whether expressed or implied, for the district systems. The district will not be responsible for any damages system users may suffer, with respect to any services provided by the system. This includes the loss of data resulting from delays, no deliveries, misdeliveries, or service

interruptions caused by its own negligence, errors, or omissions of system users. The district does not warrant that the system will be uninterrupted or error free, or that system defects will be corrected. Use of any information obtained via the Internet is at your own risk. The district specifically denies any responsibility for the accuracy or quality of information obtained through its services.

### **Sworn Statement**

(Printed Name)

I \_\_\_\_\_ understand and will abide by the above Internet Safety/Use Agreement. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation: my access privileges may be revoked; school disciplinary action may be taken; and/or appropriate legal action taken.

User's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Form History:

Adopted on: 8/17/09

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**Employee Electronic Mail and On-Line Services Use Policy Acknowledgment5330F2**

I have read and been informed about the content and expectations of the Employee Electronic Mail and On-Line Services Use Policy. I have received a copy of the policy and agree to abide by the guidelines as a condition of employment and continuing employment by the District.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Employee Printed Name

\_\_\_\_\_  
Date

Form History

Promulgated on: 12/12/11

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## **Employee Use of Electronic Communications Devices**

**5335**

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

### **District-Issued Communications Devices**

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

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

Any such devices issued shall be with the expectation that they are to be used, almost exclusively, for District-related business purposes and are not intended for personal use except in emergencies involving employee health or safety.

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

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

### **Personally-Owned Communications Devices**

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

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

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

Any employee violating the above rules may be subject to disciplinary action.

Policy History:

Adopted on: 1/22/07

## **Evaluation of Certificated Personnel 5340**

The District has a firm commitment to performance evaluation of District personnel, whatever their category and level, through the medium of a formalized system. The primary purpose of such evaluation is to assist personnel in professional development, in achieving District goals, and to assist with decisions regarding personnel actions. This policy applies to pupil instructional personnel.

The Superintendent is hereby directed to create procedures that differentiate between certificated non-instructional and certificated pupil instructional personnel in a way that aligns with the *Charlotte Danielson Framework for Teaching Second Edition* to the extent possible.]

Each certificated staff member shall receive at least one written evaluation to be completed by no later than May 1<sup>st</sup> for each annual contract year of employment and shall use multiple measures that are research based and aligned to the *Charlotte Danielson Framework for Teaching Second Edition*. The evaluation of certificated personnel shall annually include a minimum of two documented observations, one of which shall be completed prior to January 1<sup>st</sup>.

### **Objectives**

The formal performance evaluation system is designed to:

1. Maintain or improve each employee's job satisfaction and morale by letting him or her know that the supervisor is interested in his or her job progress and personal development;
2. Serve as a systematic guide for supervisors in planning each employee's further training;
3. Assure considered opinion of an employee's performance and focus maximum attention on achievement of assigned duties;
4. Assist in determining and recording special talents, skills, and capabilities that might otherwise not be noticed or recognized;
5. Assist in planning personnel moves and placements that will best utilize each employee's capabilities;
6. Provide an opportunity for each employee to discuss job problems and interests with his or her supervisor; and
7. Assemble substantiating data for use as a guide, although not necessarily the sole governing factor, for such purposes as wage adjustments, promotions, disciplinary action, and termination.

### **Responsibility**

The Superintendent or his or her designee shall have the overall responsibility for the administration and monitoring of the Performance Evaluation Program and will ensure the fairness and efficiency of its execution, including:

1. Distributing proper evaluation forms in a timely manner;
2. Ensuring completed evaluations are returned for filing by a specified date;
3. Reviewing evaluations for completeness;
4. Identifying discrepancies;

5. Ensuring proper safeguards and filing of completed evaluations;
6. Creating and implementing a plan for ongoing training for evaluators and certificated personnel on the District's evaluation standards, forms, and processes and a plan for collecting and using data gathered from evaluations;
7. Creating a plan for ongoing review of the District's Performance Evaluation Program that includes stakeholder input from teachers, Board Members, administrators, parents/guardians, and other interested parties;
8. Creating a procedure for remediation for employees that receive evaluations indicating that remediation would be an appropriate course of action; and
9. Creating an individualized evaluation rating system for how evaluations will be used to identify proficiency and record growth over time with a minimum of three rankings used to differentiate performance of certificate holders including: "fails to meet standards" being equal to a rating of 1; "developing" being equal to a rating of 2; and "proficient" being equal to a rating of 3.

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

1. Continuously observing and evaluating an employee's job performance including a minimum of two documented observations annually for certificated personnel, one of which shall be completed prior to January 1<sup>st</sup> of each year;
2. Holding periodic counseling sessions with each employee to discuss job performance;
3. Completing Performance Evaluations as required; and
4. Completing training on the District's Performance Evaluation Program.

### Written Evaluation

A written evaluation will be completed for each certificated employee. A copy will be given to the employee. The original will be retained by the Immediate Supervisor. The evaluation should be reviewed annually and revised as necessary to indicate any significant changes in duties or responsibilities. The evaluation is designed to increase planning and relate performance to assigned responsibilities through joint understanding between the evaluator and the employee as to the job description and major performance objectives.

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

### Evaluation Measures

Periodic classroom observations will be included in the evaluation process with a minimum of two documented observations annually for certificated personnel, one of which shall be completed prior to January 1<sup>st</sup>.

67% of the evaluation of certificated personnel will be comprised of Professional Practice **based on** the *Charlotte Danielson Framework for Teaching Second Edition*. The evaluation will include input

received from parents/guardians and input received from students as a measure to inform the Professional Practice portion.

33% of the evaluation of certificated personnel will be based on multiple objective measures of growth in student achievement. One measure of growth in student achievement shall be Idaho's statewide assessment for federal accountability purposes. The evaluation will also include at least one additional objective measure of growth in student achievement, based on research, as determined by the Board. The Growth measures that are approved by the Board are:

Measure	Grade Level
• ISAT results	3-10
• Student Learning Objectives	All
• Formative Assessments	All
• Pre and Post Tests	4-12
• Idaho Reading Indicator results	K-3
• College Entrance Exams	11-12
• End of Course Assessments	7-12
• Career Technical Education Exams	10-12
• 504/IEP Quantifiable Goals	All
• Behavior Improvement Plans	All
• School/ District Identified Measurable Student Objectives	All
(Senior Project, TABE, and portfolios) ISAT results	

This portion of the evaluation may be calculated using current and/or past year's data and may use one or multiple years of data.

The evaluation will be aligned with minimum State standards and based upon the *Charlotte Danielson Framework for Teaching Second Edition* and will include, at a minimum, the following general criteria upon which the Professional Practice portion will be based:

### 1. Planning and Preparation

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

### 2. Classroom Learning Environment

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



### **3. Instruction and Use of Assessment**

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

### **4. Professional Responsibilities**

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

#### Meeting with the Employee

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

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

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

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

## Rebuttals/Appeal

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

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

If the supervisor chooses to amend the evaluation as requested by the employee then the amended copy of the evaluation will be provided to, and signed by, the employee. The original amended evaluation will then be forwarded to the Superintendent, or the designee, for review in a sealed envelope, marked Personnel-Evaluation. The supervisor will also retain a copy of the completed form.

If the supervisor chooses not to amend the evaluation as requested by the employee then the evaluation along with the written rebuttal/appeal, and the supervisor's response, if any, will be forwarded to the Superintendent, or the designee, for review in a sealed envelope, marked Personnel-Evaluation. The supervisor will also retain a copy of the completed evaluation including any rebuttal/appeal and responses.

## Action

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

## Records

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

### Legal Reference:

I.C. § 33-514 Issuance of Annual Contracts – Support Programs – Categories of Contracts – Optional Placement – Written Evaluation  
I.C. § 33-515 Issuance of Renewable Contracts  
I.C. § 33-518 Employee Personnel Files

## IDAPA 08.02.02.120 Local District Evaluation Policy

### Policy History:

Adopted on: 1/22/07

Revised on: 2/22/10, 12/12/11, 2/20/2017

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**This procedure was changed late in the 2016-17 school year in an attempt to align with the state's constantly changing evaluation of certified teacher process, it will not be used for the 2016-17 school year and may be amended by Superintendent Garrett who takes office on July 1, 2017.**

**Category One Teachers**, First year teachers in the district are required to:

1. Demonstrate performance (each teacher should work toward a rating of "Proficient" but should not be disappointed in a rating of Developing in numerous Components due to their newness to the profession) in each of these twenty two component areas from Charlotte Danielson's [Framework for Teaching](#) (Form 5340 F 10). All 22 Components will be evaluated individually and recorded in the Evaluation. Domain scores will be determined by a composite of the components within each Domain.

Domain One – Planning and Preparation:

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessment

Domain Two – The Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

Domain Three – Instruction

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Domain Four – Professional Responsibilities

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in a Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

2. Develop a [Individual Professional Growth Plan](#) (From 5340 F 1) for the school year following the first Formal Evaluation.

3. Be **Formally Observed** by an administrator **each month prior to Jan 1** and occasionally thereafter after each school year. The new teacher shall be Formally Evaluated by an administrator during a lesson/class session once prior to Jan 1 and a second time prior to March of the school year. A [Pre-Formal Evaluation](#) (Form 5340 F 4) conference will be completed in a meeting with the administrator prior to the Formal Evaluation. The Formal Classroom Evaluation will be followed with a [Post Formal Evaluation](#) (Form 5340 F 5) conference. The post-evaluation conference shall occur within eight (8) working days of the classroom evaluation.

4. Develop a Professional Teaching Portfolio which contains:

Class Profile: The [Class profile](#) (Form 5430 F 2) is intended to be a demographic picture of the class including gender, ethnicity, special conditions, individual test scores, and identification of special focuses that may be required to assist students to meet the state standards in reading, mathematics, and science.

Instructional Unit: While the evaluator may observe only one lesson of an instructional unit, this section of the portfolio provides evidence that the certified employee designed a full and complete unit where the class that was observed fits into the unit. Documents should include the instructional goals for the unit, student work samples, and [Lesson/unit reflection](#) (Form 5340 F 3) on the lesson/unit.

Evidence of Maintaining Accurate Records and Assessing Student Learning: Include examples of the grading book or electronic grading process in this section. Documents should be snapshots, not the entire grade book or attendance book but rather two or three different examples of each at different times or from different students.

Log Records: Employees will provide logs documenting; individual professional development related to their Professional Growth Plans, their contributions to the district outside the classroom, and family contacts. Family contacts are defined as formal parent contracts including telephone calls, email messages, class newsletters, post cards, Thursday packets, etcetera.

5. The evaluator will complete a one-page [Annual Evaluation](#) (Form 5340 F 9) to be used to report to ISEE, based upon the employee's performance as determined by the Formal Evaluation. The Annual Evaluation will consider [Parent Guardian Input](#) (Form 5340 F 7), [Student Classroom Survey](#) (Form 5340 F 8), and student achievement, including how student achievement was measured

**Category 2/3 & Renewable Contract** Teachers (two - three years or more than three years in the district) are required to:

1. Demonstrate performance (each teacher should work toward a rating of "Proficient") in each of the twenty two component areas from Charlotte Danielson's [Framework for Teaching](#) (Form 5340 F 10). All 22 Components will be evaluated individually and recorded

in the Evaluation. Domain scores will be determined by a composite of the components within each Domain.

Domain One – Planning and Preparation:

Component

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessment

Domain Two – The Classroom Environment

Component

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

Domain Three – Instruction

Component

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Domain Four – Professional Responsibilities

Component

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in a Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

2. Develop a [Individual Professional Growth Plan](#) (Form 5340 F 1) for the next school year in the Spring of the school year, preferably following the evaluation process.

3. Be **Formally Observed** by an administrator during a lesson or class session **twice** prior to having a Formal Evaluation. One of the **Formal Observations** is to take place **prior to Jan. 1**. Be Formally Evaluated by an administrator during a lesson/class session prior to May 1 of the school year.

A [Pre-Formal Evaluation](#) (Form 5340 F 4) conference will be completed in a meeting with the administrator prior to the Formal Evaluation. The Formal Classroom Evaluation will be followed with a [Post Formal Evaluation](#) (Form 5340 F 5) conference. The post-evaluation conference shall occur within eight (8) working days of the classroom evaluation.

4. Category 2/3 **shall** while Renewal Contract teachers **may be** required to develop a Profesional Teaching Portfolio which contains:

Class Profile: The [Class profile](#) (Form 5430 F 2) is intended to be a demographic picture of the class including gender, ethnicity, special conditions, individual test scores, and identification of special focuses that may be required to assist students to meet the state standards in reading, mathematics, and science.

Instrutional Unit: While the evaluator may observe only one lesson of an instructional unit, this section of the portfolio provides evidence that the certified employee designed a full and complete unit where the class that was observed fits into the unit. Documents should include the instructional goals for the unit, student work samples, and [Lesson/unit reflection](#) (Form 5340 F 3) on the lesson/unit.

Evidence of Maintaining Accurate Records and Assessing Student Learning: Include examples of the grading book or electronic grading process in this section. Documents should be snapshots, not the entire grade book or attendance book but rather two or three different examples of each at different times or from different students.

Log Records: Employees will provide logs documenting; individual professional development related to their professional goals, their contributions to the district outside the classroom, and family contacts. Family contacts are defined as formal parent contracts including telephone calls, email messages, class newsletters, post cards, Thursday packets, etcetera.

Log Records: Employees will provide logs documenting; individual professional development related to their Professional Growth Plans, their contributions to the district outside the classroom, and family contacts. Family contacts are defined as formal parent contracts including telephone calls, email messages, class newsletters, post cards, Thursday packets, etcetera.

5. The evaluator will complete a one-page [Annual Evaluation](#) (Form 5340 F 9) to be used to report to ISEE, based upon the employee's performance as determined by the Formal Evaluation. The Annual Evaluation will consider [Parent Guardian Input](#) (Form 5340 F 7), [Student Classroom Survey](#) (Form 5340 F 8), and student achievement, including how student achievement was measured.

### **All Certified Staff**

If at any time the Certified Staff member is not showing a minimum of Proficient Level Performance in the teaching framework, regardless of Contract type, the administrator may conduct additional evaluations of the staff member, for the purpose of helping that staff member gain/show/demonstrate Proficient Performance.

The main purpose of the Evaluation Process will be to insure quality teaching and improve student learning within School District #171. The Administrator will work with the staff member to help the staff member attain Proficiency, by introducing the teacher to new teaching strategies, providing opportunities for training, obtaining mentors for the teacher, allowing the teacher to watch other teachers, or any other method deemed feasible by the administrator/teacher "team".

Procedure History Promulgated on: 2/22/10 Revised on: 11/21/11 Revised on 10/21/13 Revised on 7/3/2014, Revised on 5/3/17



Individual Professional Growth Plan Form

**5340 F1**

**Professional Growth Plan**

Employee \_\_\_\_\_ School \_\_\_\_\_

School Year: \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_

Based on your self-assessment, your administrator's input, and any school or district initiatives, what goal have you identified?  
What is an area of knowledge or skill that you would like to strengthen?

Describe the connection between this goal and your teaching assignment.

What would success on this goal look like? How will you know when you have achieved it? What would count as evidence of success?

Describe the activities you will do to work toward your goal, and their time lines.

Activity

Time Line

What resources will you need to better achieve your goal?

Signature \_\_\_\_\_

Date \_\_\_\_\_

Form History:

Adopted on: 2/22/10 amended 4/26/17

**Class Profile Form**

**5340 F 2**

**CLASS PROFILE**

Employee \_\_\_\_\_ School \_\_\_\_\_ School Year \_\_\_\_\_

Grade(s) or Period \_\_\_\_\_ Subject \_\_\_\_\_  
Date \_\_\_\_\_

Total Number of Students: \_\_\_\_\_ Number of Males: \_\_\_\_\_ Number of Females: \_\_\_\_\_

Number by Ethnicity: Hispanic: \_\_\_\_\_

Number by Race: American Indian or Alaska Native: \_\_\_\_\_ Asian: \_\_\_\_\_ White: \_\_\_\_\_  
Black or African American: \_\_\_\_\_ Native Hawaiian or Other Pacific Islander: \_\_\_\_\_

Number of Students Receiving Special Education: \_\_\_\_\_  
[attach the accommodations page of each student's Individual Education Plan (IEP)]

Number of Students Receiving Service through Section 504: \_\_\_\_\_  
[attach a copy of each student's Section 504 Plan]

Number of Students Identified for Gifted/Talented Program: \_\_\_\_\_  
[attach a copy of each student's GT Plan]

Number of Students Receiving Limited English Proficiency: \_\_\_\_\_  
[attach a copy of each student's Educational Learning Plan (ELP)]

Attach the latest standardized assessment scores (IRI, DWA, DMA, ISAT) for these students.

Attach any plans of special focus to assist students in meeting state standards in reading, mathematics and/or science.

Add narrative information that is important to understanding your class.

**Form History**

Adopted on: 2/22/10

**Lesson/Unit Reflection Form****5340 F 3****Lesson Reflection**

Name \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?
  
2. If you have samples of student work, what do they reveal about the students' levels of engagement and understanding? Do they suggest modifications in how you might teach this lesson in the future?
  
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?
  
4. Did you depart from your plan? If so, how and why?
  
5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?
  
6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?
  
7. Consider different aspects of your planning and execution of the lesson in light of the domains and components on the following pages. Determine evidence, if any, for each of the components, and what that evidence demonstrates about your level of performance.

**Pre-Formal Evaluation Form****5340 F 4****Pre- Formal Evaluation**

Name \_\_\_\_\_ Administrator \_\_\_\_\_

Pre-Observation Conference Date \_\_\_\_\_ Observation Date \_\_\_\_\_

1. Briefly describe the students in this class including those with special needs. (Component 1b)
2. What are your goals for the lesson? What do you want the students to learn? (Component 1c)
3. Why are these goals suitable for this group of students? (Component 1c)
4. How do these goals support the State's curriculum standards? (Component 1a, 1c)
5. How do these goals relate to unit goals ?(Component 1c)
6. How do you plan to engage students in the content? (Component 1e)
7. What difficulties do students typically experience in this area and how will you address these difficulties? (Component 1a)
8. What instructional materials or other resources will you use in this lesson? (Component 1d)
9. How do you plan to assess student achievement of the goals? What procedures will you use? (Attach any tests or performance task, with accompanying scoring guides) (Component 1f)
10. How do you plan to make use of the results of the assessment? (Component 1f)

11. List any specifics you would like the evaluator to observe: i.e. classroom management, questioning strategies, verbal interaction, etc.

Form History

Adopted on: 1/22/07

Revised on: 2/22/10

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**Post-Formal Evaluation Form****5340 F 5****Post Formal Evaluation *Reflection***

Employee \_\_\_\_\_ Administrator \_\_\_\_\_

Post-Observation Conference Date \_\_\_\_\_

1. Did the student learn the identified Standard? Did I meet my instructional objective? How do I know, or how and when will I know? (Component 1f and 4a)

2. To what extent were my students productively engaged in the lesson? (Component 4a)

3. Did I alter my goals or instructional plan(s) as I taught this lesson? Why? (Component 1e and 3e)

4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why? (Component 4a)

\_\_\_\_\_  
Employee's Signature\_\_\_\_\_  
Date\_\_\_\_\_  
Administrator's Signature\_\_\_\_\_  
Date**Form History**

Adopted on: 1/22/07 Revised on: 2/22/10

**Parent/Guardian Input Form****5340 F 7****CLASSROOM TEACHER EVALUATION**

TEACHER: \_\_\_\_\_ GRADE(S)/CLASS: \_\_\_\_\_ SCHOOL YEAR: \_\_\_\_\_

**Instructions:**

1. Please complete the evaluation by circling the most appropriate number.
2. This form should be placed into the box located at your child's school or mailed to the school.
3. Only one form should be completed by each parent for this teacher for each school year.
4. If a parent has a concern with regard to an event occurring in their child's classroom and wishes to more directly address this issue, please raise the concern with the teacher and/or building administration.
5. Please offer specific comments when possible.
6. Specific comments will be considered in the preparation of the teacher's evaluation and will aid both the District and the teacher in addressing performance.

<b>Area of Evaluation</b>	<b>Please Circle the most correct response</b>		
1. Teacher engaged in frequent and informative communications with the parent about student progress, attendance, behavior, and objectives.	<b>Agree</b> Comment:	<b>Disagree</b>	<b>Don't know</b>
2. Teacher provided adequate suggestions for home support of learning.	<b>Agree</b> Comment:	<b>Disagree</b>	<b>Don't know</b>
3. Teacher is approachable, open to parental communication and parental input	<b>Agree</b> Comment:	<b>Disagree</b>	<b>Don't know</b>
4. Teacher is respectful of family's culture and the social expectations of the family for the child.	<b>Agree</b> Comment:	<b>Disagree</b>	<b>Don't know</b>
5. Teacher maintains a classroom in which my child feels physically and emotionally safe.	<b>Agree</b> Comment:	<b>Disagree</b>	<b>Don't know</b>
6. Teacher administers discipline fairly and consistently.	<b>Agree</b> Comment:	<b>Disagree</b>	<b>Don't know</b>
7. Teacher provides curriculum-based and developmentally appropriate homework.	<b>Agree</b> Comment:	<b>Disagree</b>	<b>Don't know</b>
8. Teacher has provided child and family with knowledge of class expectations.	<b>Agree</b> Comment:	<b>Disagree</b>	<b>Don't know</b>

9. Classroom work demonstrated the appropriate level of difficulty for my child.	<b>Agree</b> Comment:	<b>Disagree</b>	<b>Don't know</b>
10. Teacher knows the content area and how to teach it.	<b>Agree</b> Comment	<b>Disagree</b>	<b>Don't know</b>
11. Teacher treated my child with respect, care and has knowledge of my child's needs.	<b>Agree</b> Comment	<b>Disagree</b>	<b>Don't know</b>
12. Teacher appropriately monitored and assessed student learning.	<b>Agree</b> Comment:	<b>Disagree</b>	<b>Don't know</b>
13. Teacher provided appropriate individual assistance to my child.	<b>Agree</b> Comment:	<b>Disagree</b>	<b>Don't know</b>
14. Were you satisfied with your child's overall school experience as provided by this teacher?	<b>Agree</b> Comment	<b>Disagree</b>	<b>Don't know</b>
Did you attend parent/teacher conferences?	<b>YES</b>	<b>NO</b>	
Were you provided a timely copy of your child's report card?	<b>YES</b>	<b>NO</b>	
Did your child's teacher ever contact you via telephone?	<b>YES</b>	<b>NO</b>	
Did your child's teacher provide you information regarding your child and/or class activities via e-mail?	<b>YES</b>	<b>NO</b>	
Did your child's teacher provide you information regarding your child and/or class activities via notes sent home to you?	<b>YES</b>	<b>NO</b>	
Did you ever visit your child's classroom?	<b>YES</b>	<b>NO</b>	
Did you ever volunteer in your child's classroom?	<b>YES</b>	<b>NO</b>	

Any additional comments you wish to share not covered by the above questions (please feel free to attach a separate page):

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Please complete and sign the form and place in a sealed envelope.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Telephone Number: \_\_\_\_\_

Form History

Promulgated on: 11/21/11 Amended 1/15/2015



<u>Student Classroom Survey</u>	<u>5340 F 8 Sec</u>
<u>Student Classroom Survey (Secondary)</u>	
<u>Course</u>	<u>teacher</u>
<u>Period</u>	

This survey is anonymous. You will turn it into the head secretary.  
The principal will review the surveys with your teacher.

The teacher:	Seldom	Sometimes	Frequently
1. Indicates where the material is taking the class.	1	3	5
2. Explains material clearly, frequently more than once.	1	3	5
3. Points out key points the student will need to remember.	1	3	5
4. Shows genuine interest in students.	1	3	5
5. Effectively encourages and stimulates discussions.	1	3	5
6. Provides helpful comments on papers and exams.	1	3	5
7. Is tolerant of different opinions expressed in class.	1	3	5
8. Is available outside of class time.	1	3	5
9. Effectively encourages a variety of students to ask questions and give answers.	1	3	5
10. Makes the classroom environment safe for all students to take part in discussion.	1	3	5
11. Seems to be well prepared for class.	1	3	5
12. Treats students with respect.	1	3	5

13. Is effective in helping me learn.

1

3

5

14. What do you think is the teacher's greatest strength?

15. What did you like most about this course?

16. What would you suggest the teacher do differently?

17. Did you attend class regularly, ready to learn?

**Student Classroom Survey****5340 F 8 Elm****ELEMENTARY STUDENT SURVEY**This survey is anonymous. Your teacher will not see your individual response.

1. My teacher wants us to respect each other's opinions.

NOT AT ALL TRUE

SOMEWHAT TRUE

VERY TRUE

2. My teacher encourages us to share ideas and opinions with one another in class.

NOT AT ALL TRUE

SOMEWHAT TRUE

VERY TRUE

3. My teacher tries to help when I am struggling to understand something.

NOT AT ALL TRUE

SOMEWHAT TRUE

VERY TRUE

4. My teacher wants us to understand our work, not just memorize it.

NOT AT ALL TRUE

SOMEWHAT TRUE

VERY TRUE

5. My teacher praises students who follow the rules and serve as leaders.

NOT AT ALL TRUE

SOMEWHAT TRUE

VERY TRUE

6. I'm certain I can contribute some good ideas and thinking in this class.

NOT AT ALL TRUE

SOMEWHAT TRUE

VERY TRUE

7. My teacher asks me to explain what I am thinking and to give reasons for my beliefs.

NOT AT ALL TRUE

SOMEWHAT TRUE

VERY TRUE

8. My teacher listens to what I have to say.

NOT AT ALL TRUE

SOMEWHAT TRUE

VERY TRUE

9. My teacher praises me when I am successful.

NOT AT ALL TRUE

SOMEWHAT TRUE

VERY TRUE

10. My teacher encourages me when I struggle in class.

NOT AT ALL TRUE

SOMEWHAT TRUE

VERY TRUE

11. My teacher gives us time to really explore and understand new ideas.

**Not at** ALL TRUE

SOMEWHAT TRUE

VERY TRUE

12. I am certain I can understand and master the ideas taught in class this year.

NOT AT ALL TRUE

SOMEWHAT TRUE

VERY TRUE

13. My teacher encourages us to work with our classmates to solve problems.

NOT AT ALL TRUE

SOMEWHAT TRUE

VERY TRUE

14. My teacher does not let us make fun of someone who gives a wrong answer.

NOT AT ALL TRUE

SOMEWHAT TRUE

VERY TRUE



**Annual Evaluation**

**5340 F 9**

EMPLOYEE'S NAME: POSITION:

LOCATION: SCHOOL YEAR: DATE:

EVALUATOR:

Employee Status:   \_\_\_ Category 1   \_\_\_ Category 2/3   \_\_\_ Renewable Contract

**Summary of Performance**

Domain 1: Planning and Preparation:
Domain 2: The Classroom Environment:
Domain 3: Instruction:
Domain 4: Professional Responsibilities:

Parent/Guardian Input:

Overall Rating: \_\_\_\_\_

Student Achievement: (Accounts for 33% of the teacher evaluation.)

Measure of growth can include :

Measure	Grade Level
• ISAT results	3-10
• Student Learning Objectives	All
• Formative Assessments	All
• Pre and Post Tests	4-12
• Idaho Reading Indicator results	K--3
• College Entrance Exams	11-12
• End of Course Assessments	7-12
• Career Technical Education Exams	10-12
• 504/IEP Quantifiable Goals	All
• Behavior Improvement Plans	All
• School/ District Identified Measurable Student Objectives (Senior Project, TABE, and portfolios)	All

Overall Rating: \_\_\_\_\_

Areas for Further Development:

Employee Comments:  
(required)

Employee's Signature\*

Date

Evaluator's Signature

Date

\*Signature indicates only that the employee has read this report. This document will be placed in the employee's personnel file.  
The employee may submit additional comments concerning this evaluation to be included in the employee's personnel file.

Form History    Adopted on: 2/22/10    Revised on: 11/21/11    Revised on: 6/22/14



**Framework for Teaching****5340 F 10****Framework for Teaching Rubric****Domain 1: Planning and Preparation**

<b>Component</b>	<b>Does not meet Standards</b>	<b>Developing</b>	<b>Proficient</b>
<b>1a Demonstrating Knowledge of Content and Pedagogy</b>	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.
<b>1b Demonstrating Knowledge of Students</b>	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for all students.
<b>1c Setting Instructional Outcomes</b>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.
<b>1d Demonstrating Knowledge of Resources</b>	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.

<b>1e Designing Coherent Instruction</b>	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate, and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.
<b>1f Designing Student Assessments</b>	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.

## Domain 2: The Classroom Environment

Component	Does not meet Standards	Developing	Proficient
<b>2a Creating an Environment of Respect and Rapport</b>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.

Component	Does not meet Standards	Developing	Proficient
<b>2b Establishing a Culture for Learning</b>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both the teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.
<b>2c Managing Classroom Procedures</b>	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective.	Little instructional time is lost because of the consistent use of best practices in classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties occur smoothly.
<b>2d Managing Student Behavior</b>	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct are clear to students, and the teacher monitors student behavior against those standards. The teacher response to student misbehavior is appropriate and respects the students' dignity.



## Domain 3: Instruction

Component	Does not meet Standards	Developing	Proficient
<b>3a Communicat ing with Students</b>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communication anticipate possible student misconceptions are appropriate for students' cultures and levels of development.
<b>3b Using Questioning and Discussion Techniques</b>	The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.
<b>3c Engaging Students in Learning</b>	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.
<b>3d Using Assessment in Instruction</b>	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.
<b>3e Demonstrating Flexibility and Responsiveness</b>	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.

Component	Does not meet Standards	Developing	Proficient
<b>4a Reflecting on Teaching</b>	The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.	The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes specific suggestions as to how the lesson might be improved.
<b>4b Maintaining Accurate Records</b>	The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective.
<b>4c Communicating with Families</b>	The teacher's communication with families about the instructional program or about individual students is culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families and successfully engages them in the instructional program. The teacher successfully engages families in the instructional program, as appropriate.
<b>4d Participating in a Professional Community</b>	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.
<b>4e Growing and Developing Professionally</b>	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.

Component	Does not meet Standards	Developing	Proficient
<b>4f Showing Professionalism</b>	<p>The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.</p>	<p>The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students are honored in the school. The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.</p>

Form History

Adopted on: 2/22/10

Amended on: 8/21/2013, 12/12/2013

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## **Framework for Teaching Rubric – Instructional Specialist**

**5340 F 11**

ELEMENT	DOMAIN 1: PLANNING AND PREPARATION			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>1a: Demonstrating - knowledge of current trends in specialty area and professional development</b>	Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional specialist demonstrates basic familiarity with specialty area and trends in professional development.	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
<b>1b: Demonstrating - knowledge of the school's program and levels of teacher skill in delivering that program</b>	Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.
<b>1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served</b>	Instructional specialist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.
<b>1d: Demonstrating knowledge of resources, both within and beyond the school and district</b>	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
<b>1e: Planning the instructional support program, integrated with the overall school program</b>	Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional specialist's plan is well designed to support teachers in the improvement of their instructional skills.	Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.



**1f: Developing a plan to evaluate the instructional support program**

Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is - important.

Instructional specialist has a rudimentary plan to evaluate the instructional support program.

Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.

Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

**DOMAIN 2: THE ENVIRONMENT**

**ELEMENT  
2a: Creating an - environment of trust and respect**

**UNSATISFACTORY**  
Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency.

**BASIC**  
Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the instructional specialist.

**PROFICIENT**  
Relationships with the instructional specialist are respectful, with some contacts initiated by teachers.

**DISTINGUISHED**  
Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.

**2b: Establishing a culture for ongoing instructional improvement**

Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.

Teachers do not resist the offerings of support from the instructional specialist.

Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.

Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.

**2c: Establishing clear procedures for teachers to gain access to instructional support**

When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.

Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.

Instructional specialist has established clear procedures for teachers to use in gaining access to support.

Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.

**2d: Establishing and maintaining norms of behavior for professional interactions**

No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.

Instructional specialist's efforts to establish norms of professional conduct are partially successful.

Instructional specialist has established clear norms of mutual respect for professional interaction.

Instructional specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.

**2e: Organizing physical space for workshops or training**

Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.

The physical environment does not impede workshop activities.

Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.

Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

<b>DOMAIN 3: DELIVERY OF SERVICE</b>				
<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>3a: Collaborating with teachers in the design of instructional units and lessons</b>	Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
<b>3b: Engaging teachers in learning new instructional skills</b>	Teachers decline opportunities to engage in professional learning.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
<b>3c: Sharing expertise with staff</b>	Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.
<b>3d: Locating resources for teachers to support instructional improvement</b>	Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.

**3e: Demonstrating flexibility and responsiveness**

Instructional specialist adheres to his plan, in spite of evidence of its inadequacy.

Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.

Instructional specialist makes revisions to the support program when it is needed.

Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

**ELEMENT  
4a: Reflecting on practice**

**UNSATISFACTORY**  
Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.

**BASIC**  
Instructional specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.

**PROFICIENT**  
Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.

**DISTINGUISHED**  
Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.

**4b: Preparing and submitting budgets and reports**

Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.

Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.

Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.

Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.

**4c: Coordinating work with other instructional specialists**

Instructional specialist makes no effort to collaborate with other instructional specialists within the district.

Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.

Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.

Instructional specialist takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.

**4d: Participating in a professional community**

Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.

Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.

Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.

Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.

**4e: Engaging in professional development**

Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.

Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.

Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.

Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.

**4f: Showing professionalism, including integrity and confidentiality**

Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.

Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.

Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.

Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.

Form History

Adopted on: 2/22/10

## **Framework for Teaching Rubric – Media Specialist**

**5340 F 12**

<b>ELEMENT</b>	<b>DOMAIN 1: PLANNING AND PREPARATION</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology</b>	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.
<b>1b: Demonstrating knowledge of the school's program and student information needs within that program</b>	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.
<b>1c: Establishing goals for the library/media program appropriate to the setting and the students served</b>	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.
<b>1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as - interlibrary loan</b>	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.

**1e: Planning the library/media program integrated with the overall school program**

Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.

Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.

Library/media specialist's plan is well designed to support both teachers and students in their information needs.

Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.

**1f: Developing a plan to evaluate the library/media program**

Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.

Library/media specialist has a rudimentary plan to evaluate the library/media program.

Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.

Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

**DOMAIN 2: THE ENVIRONMENT**

**ELEMENT  
2a: Creating an - environment of respect and rapport**

**UNSATISFACTORY**

Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.

**BASIC**

Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.

**PROFICIENT**

Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.

**DISTINGUISHED**

Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.

**2b: Establishing a culture for investigation and love of literature**

Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.

Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.

Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.

Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.

<b>2c: Establishing and maintaining library - procedures</b>	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.
<b>2d: Managing student behavior</b>	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<b>2e: Organizing physical space to enable smooth flow</b>	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.

**DOMAIN 3: DELIVERY OF SERVICE**

ELEMENT

UNSATISFACTORY

BASIC

PROFICIENT

DISTINGUISHED

<b>3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations</b>	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.
<b>3b: Collaborating with teachers in the design of instructional units and lessons</b>	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
<b>3c: Engaging students in enjoying literature and in learning information skills</b>	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.
<b>3d: Assisting students and teachers in the use of technology in the library/media center</b>	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.
<b>3e: Demonstrating flexibility and responsiveness</b>	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist makes revisions to the library/media program when they are needed.	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

ELEMENT

UNSATISFACTORY

BASIC

PROFICIENT

DISTINGUISHED



<b>4a: Reflecting on practice</b>	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.
<b>4b: Preparing and submitting reports and budgets</b>	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
<b>4c: Communicating with the larger community</b>	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.
<b>4d: Participating in a professional community</b>	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
<b>4e: Engaging in professional development</b>	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

**4f: Showing professionalism**

Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.

Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.

Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.

Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.

Form History

Adopted on: 2/22/10

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## Framework for Teaching Rubric – Counselor

5340 F 13

ELEMENT	DOMAIN 1: PLANNING AND PREPARATION			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>1a: Demonstrating knowledge of counseling theory and techniques</b>	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
<b>1b: Demonstrating knowledge of child and adolescent development</b>	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general - patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
<b>1c: Establishing goals for the counseling program appropriate to the setting and the students served</b>	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
<b>1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</b>	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
<b>1e: Planning the counseling program, integrated with the regular school program</b>	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.

**1f: Developing a plan to evaluate the counseling program**

Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.

Counselor has a rudimentary plan to evaluate the counseling program.

Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.

Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

<b>DOMAIN 2: THE ENVIRONMENT</b>				
<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>2a: Creating an environment of respect and rapport</b>	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	and negative; the counselor's nong students are partially	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
<b>2b: Establishing a culture for productive communication</b>	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
<b>2c: Managing routines and procedures</b>	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.
<b>2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school</b>	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.

**2e: Organizing physical space**

The physical environment is in disarray or is inappropriate to the planned activities.

Counselor's attempts to create an inviting and well-organized physical environment are partially successful.

Counseling center or classroom arrangements are inviting and conducive to the planned activities.

Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

<b>DOMAIN 3: DELIVERY OF SERVICE</b>				
<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>3a: Assessing student needs</b>	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
<b>3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs</b>	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
<b>3c: Using counseling techniques in individual and classroom programs</b>	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
<b>3d: Brokering resources to meet needs</b>	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
<b>3e: Demonstrating flexibility and responsiveness</b>	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

ELEMENT	DOMAIN 4: PROFESSIONAL RESPONSIBILITIES			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>4a: Reflecting on practice</b>	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
<b>4b: Maintaining records and submitting them in a timely fashion</b>	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
<b>4c: Communicating with families</b>	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
<b>4d: Participating in a professional community</b>	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
<b>4e: Engaging in professional development</b>	Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

**4f: Showing professionalism**

Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Counselor is honest in - interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
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Form History  
Adopted on: 2/22/10

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## Framework for Teaching Rubric – School Psychologist

5340 F 14

ELEMENT	DOMAIN 1: PLANNING AND PREPARATION			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>1a: Demonstrating - knowledge and skill in using psychological instruments to evaluate students</b>	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses 5–8 psychological instruments to evaluate students and determine accurate diagnoses.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
<b>1b: Demonstrating knowledge of child and adolescent development and psychopathology</b>	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.
<b>1c: Establishing goals for the psychology program appropriate to the setting and the students served</b>	Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students.	Psychologist's goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist's goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
<b>1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</b>	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.



**1e: Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention**

Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.

Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.

Psychologist has developed a plan that includes the important aspects of work in the setting.

Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.

**1f: Developing a plan to evaluate the psychology program**

Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important.

Psychologist has a rudimentary plan to evaluate the psychology program.

Psychologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.

Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

**DOMAIN 2: THE ENVIRONMENT**

**ELEMENT  
2a: Establishing rapport with students**

**UNSATISFACTORY**

Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.

**BASIC**

Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.

**PROFICIENT**

Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.

**DISTINGUISHED**

Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.

**2b: Establishing a culture for positive mental health throughout the school**

Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.

Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.

Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.

The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.

**2c: Establishing and maintaining clear procedures for referrals**

No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.

Psychologist has established procedures for referrals, but the details are not always clear.

Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.

Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.

<b>2d: Establishing standards of conduct in the testing center</b>	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
<b>2e: Organizing physical space for testing of students and storage of materials</b>	The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.
<b>DOMAIN 3: DELIVERY OF SERVICE</b>				
<b>ELEMENT</b> <b>3a: Responding to referrals; consulting with teachers and administrators</b>	<b>UNSATISFACTORY</b> Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	<b>BASIC</b> Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	<b>PROFICIENT</b> Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	<b>DISTINGUISHED</b> Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
<b>3b: Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines</b>	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.
<b>3c: Chairing evaluation team</b>	Psychologist declines to assume leadership of the evaluation team.	Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate IEPs.	Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed IEPs.	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. IEPs are prepared in an exemplary manner.

**3d: Planning interventions to maximize students' likelihood of success**

Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.

Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.

Psychologist's plans for students are suitable for them and are aligned with identified needs.

Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.

**3e: Maintaining contact with physicians and community mental health service providers**

Psychologist declines to maintain contact with physicians and community mental health service providers.

Psychologist maintains occasional contact with physicians and community mental health service providers.

Psychologist maintains ongoing contact with physicians and community mental health service providers.

Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.

**3f: Demonstrating flexibility and responsiveness**

Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.

Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.

Psychologist makes revisions in the treatment program when it is needed.

Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

**ELEMENT  
4a: Reflecting on practice**

**UNSATISFACTORY**

Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.

**BASIC**

Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.

**PROFICIENT**

Psychologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.

**DISTINGUISHED**

Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.

**4b: Communicating with families**

Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.

Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.

Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.

Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.

<b>4c: Maintaining accurate records</b>	Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records are accurate and legible and are stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
<b>4d: Participating in a professional community</b>	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
<b>4e: Engaging in professional development</b>	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<b>4f: Showing professionalism</b>	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

#### Form History

Adopted on: 2/22/10

## **Framework for Teaching Rubric – Therapeutic Specialist**

**5340 F 15**

ELEMENT	DOMAIN 1: PLANNING AND PREPARATION			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>1a: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license</b>	Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.
<b>1b: Establishing goals for the therapy program appropriate to the setting and the students served</b>	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.
<b>1c: Demonstrating knowledge of district, state, and federal regulations and guidelines</b>	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates - thorough knowledge of special education laws and procedures.	Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.
<b>1d: Demonstrating knowledge of resources, both within and beyond the school and district</b>	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
<b>1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students</b>	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.

**1f: Developing a plan to evaluate the therapy program**

Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.

Specialist has a rudimentary plan to evaluate the therapy program.

Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.

Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

**DOMAIN 2: THE ENVIRONMENT**

**ELEMENT  
2a: Establishing rapport with students**

**UNSATISFACTORY**  
Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.

**BASIC**  
Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.

**PROFICIENT**  
Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.

**DISTINGUISHED**  
Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.

**2b: Organizing time effectively**

Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.

Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.

Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.

Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.

**2c: Establishing and maintaining clear procedures for referrals**

No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.

Specialist has established procedures for referrals, but the details are not always clear.

Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.

Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.

**2d: Establishing standards of conduct in the treatment center**

No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.

Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.

Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.

Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.

**2e: Organizing physical space for testing of students and providing therapy**

The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available.

The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.

The testing and treatment center is well organized; materials are available when needed.

The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.

DOMAIN 3: DELIVERY OF SERVICE				
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>3a: Responding to referrals and evaluating student needs</b>	Specialist fails to respond to referrals or makes hasty assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.
<b>3b: Developing and implementing treatment plans to maximize students' success</b>	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
<b>3c: Communicating with families</b>	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.
<b>3d: Collecting information; writing reports</b>	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
<b>3e: Demonstrating flexibility and responsiveness</b>	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment program when they are needed.	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES				
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

<b>4a: Reflecting on practice</b>	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
<b>4b: Collaborating with teachers and administrators</b>	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
<b>4c: Maintaining an effective data-management system</b>	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.
<b>4d: Participating in a professional community</b>	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
<b>4e: Engaging in professional development</b>	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.



<b>4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality</b>	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
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Form History

Adopted on: 2/22/10

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Formal Evaluation Summary

5340 F 16

**Formal Evaluation Summary****Teacher:**                      **School**        **IDYCA**                      **Grade Levels:****Subject(s):**                      **Observer:**        **Date:**

Summary of the Lesson:

Date of Observations: #1                      #2                      #3                      #4

**Framework for Teaching Rubric****Domain 1: Planning and Preparation**

<b>Component</b>	<b>Does not meet Standards</b>	<b>Developing</b>	<b>Proficient</b>	<b>Rating/Reason</b>
<b>1a. Demonstrating Knowledge of Content and Pedagogy</b>	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	<b>Each component needs a rating/Reason</b>

<b>1b. Demonstrating Knowledge of Students</b>	<p>The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.</p>	<p>The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.</p>	<p>The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for all students.</p>	
<b>1c. Setting Instructional Outcomes</b>	<p>Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.</p>	<p>Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration</p>	<p>Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.</p>	

<b>1d. Demonstrating knowledge of Resources</b>	Teacher is unaware of resources for classroom use that could be used to enhance content and pedagogical knowledge within the school or district.	Teacher is aware of resources within the school and district but not those available more broadly	Teacher displays awareness of resources available for classroom use through the school, district and has some familiarity with resources external to the school and on the internet.	
<b>1e. Designing Coherent Instruction</b>	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate, and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	

<b>1f. Designing Student Assessments</b>	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	
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### Rating for Domain 1: Planning and Preparation: Overall Domain

(Component Ratings for each component and Domain are  
 DNMS: Does Not Meet District Standards  
 Dev.: Developing  
 Pro.: Proficient)

### Domain 2: The Classroom Environment

Component	Does not meet Standards	Developing	Proficient	Rating/Reason
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<b>2a. Creating an Environment of Respect and Rapport</b>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	
<b>2b. Establishing a Culture for Learning</b>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both the teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	
<b>2c. Managing Classroom Procedures</b>	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective.	Little instructional time is lost because of the consistent use of best practices in classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties occur smoothly.	
<b>2d. Managing Student Behavior</b>	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct are clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the student's dignity.	
<b>2e. Organizing Physical Space</b>	The classroom is unsafe, or learning is not accessible to some students.  The Furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	The classroom is safe, and at least essential learning is accessible to most students.  Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	The classroom is safe, and learning is equally accessible to all students.  Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	

## Rating for Domain 2: Classroom Environment:

### Domain 3: The Classroom Environment

Component	Does not meet Standards	Developing	Proficient	Rating/Reason
<b>3a. Communicating with Students</b>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communication anticipate possible student misconceptions are appropriate for students' cultures and levels of development.	
<b>3b Using Questioning and Discussion Techniques</b>	The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	
<b>3c Engaging Students in Learning</b>	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	

<b>3d. Using Assessment in Instruction</b>	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	
<b>3e. Demonstrating Flexibility and Responsiveness</b>	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	

### Rating for Domain 3: Instruction:

### Domain 4: Professional Responsibilities

Component	Does not meet Standards	Developing	Proficient	Rating/Reason
<b>4a. Reflecting on Teaching</b>	The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.	The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes specific suggestions as to how the lesson might be improved.	
<b>4b. Maintaining Accurate Records</b>	The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective.	



<b>4c. Communicating with Families</b>	The teacher's communication with families about the instructional program or about individual students is culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families and successfully engages them in the instructional program. The teacher successfully engages families in the instructional program, as appropriate.	
<b>4d. Participating in the Professional Community</b>	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	
<b>4e Growing and Developing Professionally</b>	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.	The teacher participates in professional development activities that are convenient or are required, makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors.	The teacher seeks out opportunities for professional development based on an individual assessment of need, actively shares expertise with others. Teacher welcomes feedback from supervisors and colleagues.	
<b>4f. Showing Professionalism</b>	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.	The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students are honored in the school. The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.	

Parental Input Summary: **Summarize comments here and attach all responses to the evaluation.**

Teacher completed a **student survey** (teachers grades 3-12 only) **Yes** **No**

*(Teachers need to complete the student survey to be rated Proficient in Domain 4)*

## Rating for Domain 4: Professional Responsibilities

## Measures used to rate student achievement: (list measures here)

The Growth measures that are approved by the Board:

Measure	Grade Level
• ISAT results	3-10
• Student Learning Objectives	All
• Formative Assessments	All
• Pre and Post Tests	4-12
• Idaho Reading Indicator results	K--3
• College Entrance Exams	11-12
• End of Course Assessments	7-12
• Career Technical Education Exams	10-12
• 504/IEP Quantifiable Goals	All
• Behavior Improvement Plans	All
• School/ District Identified Measurable Student Objectives (Senior Project, TABE, and portfolios)	All

## Student Growth Teacher Rating (33% of Evaluation)

### Overall Teacher Rating (combination of Domains + Growth)

Summary of teacher observations and evaluation for the school year: [Summarize Here](#)

Suggested areas for improvement: [Everyone should have at least one goal to work on](#)

Teacher Comments: [Teacher should acknowledge that they have no comment at a minimum to show they had an opportunity to respond.](#)

Teacher Signature

Date

Administrator Signature

Date

Form History

Adopted on: 2/22/10

Amended on: 8/21/2013, 12/12/2013, 7/15/2015, 8/15/16, 5/3/17



## Evidence of Professional Responsibilities

Teacher \_\_\_\_\_ School \_\_\_\_\_

Dates \_\_\_\_\_

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_

Evaluator \_\_\_\_\_ School Year \_\_\_\_\_

Component	Evidence	Comments	Rating
4a: Reflecting on Teaching			
4b: Maintaining Accurate Records			
4c: Communicating with Families			
4d: Participating in a Professional Learning Community			
4e: Growing and Developing Professionally			

4f: Showing Professionalism			
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**Domain 4: Professional Responsibilities**

<b>Component</b>	<b>Does not meet expectations</b>	<b>Developing</b>	
<b>4a Reflecting on Teaching</b>	The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.	The teacher provides an objective description of the lesson and cites specific evidence. The teacher makes specific suggestions as to how the lesson might be improved.
<b>4b Maintaining Accurate Records</b>	The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective.
<b>4c Communicating with Families</b>	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The teacher communicates with families and successfully engages families in the instructional program as appropriate.
<b>4d Participating in a Professional Community</b>	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates in a professional community and in school and district events and projects with a positive and productive attitude.
	<b>Does not meet expectations</b>	<b>Developing</b>	
<b>4e Growing and Developing Professionally</b>	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.	The teacher seeks out professional development opportunities and shares expertise with colleagues. The teacher welcomes feedback from supervisors and colleagues.
<b>4f Showing Professionalism</b>	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher	The teacher is professional in leadership role in the school and contributes to practices and procedures that serve students and the community. The teacher displays

	school and district regulations and time lines.	complies minimally with school and district regulations, doing just enough to get by.	professionalism students and col and voluntarily w regulations.
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**Domain 4: Professional Responsibilities Rating:** \_\_\_\_ DN \_\_\_\_ D \_\_\_\_ P

### Summary of all Performance

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Justification:

Teacher comment required:

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\_\_\_\_\_  
Teacher Signature  
Date

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\_\_\_\_\_  
Evaluator Signature

Date





### **Certified Personnel Resignation (Release from Contract) 5350**

Applicants for teaching positions with Joint School District #171 who are issued a contract and employees who are on contract should recognize that their contract with the District carries responsibilities. Certified personnel will generally be expected to fulfill the terms of their contract unless (1) there are clearly compelling, mitigating circumstances which prevent the certified or exempt individual from doing so; and (2) until such time as the Board releases the certified individual from the terms of the contract upon the recommendation of the Superintendent.

Employees (including those employees who have just signed their first contract) will not be released from contract during the school year or within 45 days of the start of the school year unless a suitable replacement can be found. The Board may make exceptions to this rule for serious health problems or if a replacement can be found to fill the position being vacated.

The Employee may make a written request for release from contract during the school year or immediately prior to the start of the school year, stating the date of requested release. The request should be submitted to the District offices so that a search for a suitable replacement can be initiated. The request for release will be submitted to the Board at the time specified by the employee. If finding a replacement is not imminent, the District offices will advise the person submitting the request that the administration will recommend to the Board that the request be denied. The District offices will also give the person making the request the opportunity to hold the request until finding a suitable replacement is imminent at which time the resignation would then be submitted to the Board. (If no time is specified for the request to be submitted to the Board, it will be submitted when the administration feels that finding a suitable replacement is imminent. The person making the request will be advised of that action.)

A determination of availability of a suitable replacement will be made by the administration before recommendation will be made to the Board that the employee be released from contract. If, in the judgment of the administration, there is not a suitable replacement, recommendation will be made that the Board NOT release the employee from contract.

Should any certificated employee abandon the contract of employment with the District without the prior written release from the contract by the Board, the Board of Trustees will report such event to the Professional Standards Commission, alleging that the certificated employee is guilty of unethical practices and has violated the Code of Ethics for Idaho Professional Educators.

In addition, should any certificated employee abandon the contract of employment with the District without the prior written release from the contract by the Board, the District and/or Board may, in its discretion, pursue any and all available legal remedies, including damages to recoup all losses caused by such breach of contract, including without limitation costs for substitutes, recruiting, loss of state funding, legal fees, etc.

### Classified Personnel

Classified Employees not under contract are expected to give due written notice that will permit the District to conduct a search for a suitable replacement. Generally speaking, the Board expects a two-week notice.

All resignations should be in writing. Requests for resignation shall be transmitted to the Board as part of the regular personnel report.

Any classified personnel who, without approval or without taking leave, does not show up for work for more than 2 consecutive days will be considered to have abandoned his or her position, and shall be deemed to have resigned.

### Policy History:

Adopted: 1/22/07

Revised: 2/27/12

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## PERSONNEL

### **Extra-Curricular Assignments**

**5360**

It is the intent of the Board that the most qualified individual be hired for each extra-curricular position.

A certified employee of the district will be given preference over other applicants who are equally qualified. Special service assignments shall not be tied to the teaching contract and will not be eligible for continuing contract consideration. Resignation from an extracurricular assignment shall not jeopardize the teaching assignment of the teacher.

High school head coaches shall be invited to sit on interview committees for all openings for assistant and junior high coaches in that sport. They shall confer with assistant coaches and junior high coaches to unify the practice methods and procedures taught to student participants of that sport during their respective seasons.

#### **Use of Non-Certified Personnel**

A non-certified person may be used provided he/she meets the requirements of the District and the Idaho High Schools Activities Association. Recruitment and selection procedures shall follow District policy.

#### **Terms of Employment**

Individuals hired to coach extracurricular programs will receive a Term of Employment, not a contract, the "Term of Employment" does not include due process rights, or the continued expectation of employment.

#### **Policy History:**

Adopted on: 1985

Revised on: 12/19/88, 8/21/95, 9/19/96, 8/21/00, 11/19/07, 12/12/11, 11/21/16

**School Activity Leave Request****5360 F**

Complete when a teacher/sponsor is required to leave his/her primarily-assigned position prior to 4:00 PM.

Name (Please Print): \_\_\_\_\_ Building: \_\_\_\_\_

Signature: \_\_\_\_\_ Position: \_\_\_\_\_

Identify the activity below:

- |  |   |
|--|---|
| <input type="checkbox"/> Athletic Event/Tournament | <input type="checkbox"/> Other School Activity (includes Field Trips) |
| <input type="checkbox"/> Co-Curricular Event       | <input type="checkbox"/> Athletic Director Activity                   |

Name of Activity: \_\_\_\_\_

Date(s) of Activity: \_\_\_\_\_

Time teacher/sponsor left his/her primarily-assigned position: \_\_\_\_\_

Name of Substitute: \_\_\_\_\_ Paid Substitute Required: ☐ No ☐ Yes

Total number of days paid substitute is required: \_\_\_\_\_

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School Activity: ☐ Approved ☐ Denied

\_\_\_\_\_  
Building Principal/Supervisor Signature

\_\_\_\_\_  
Date

Return completed form to District Office within five days after the event.

Form History:

Adopted on: 11/16/09

\_\_\_\_\_

**Coach's Code of Ethics****5361**

Joint School District No. 171 endorses the Idaho High School Activities Association Code of Ethics and responsibilities. In addition, the District's Coach's Code of Ethics includes the following items:

The function of a coach is to educate students through participation in interscholastic competition. An interscholastic program should be designed to enhance academic achievement and should never interfere with opportunities for academic success.

The coach shall be aware that he/she has a tremendous influence, for either good or ill, on the education of the student-athlete and, thus, shall never place the value of winning above the value of instilling the highest ideals of character.

The coach shall be fair, honest, and respectful of others. The coach shall not knowingly engage in behavior that is harassing or demeaning to persons with whom they interact in their work. The coach shall not use vulgar or profane language.

The coach shall display control, respect, dignity and professionalism to all involved with the sport – including players, opponents, coaches, officials, administrators, the media, parents and spectators.

The coach shall take an active role in the prevention of drug, alcohol and tobacco abuse. The coach shall not use alcohol and tobacco products when in contact with players.

The coach shall promote the entire interscholastic program of the school and direct his/her program in harmony with the total school program.

The coach shall master the contest rules and shall teach them to his/her team members. The coach shall not seek an advantage by circumvention of the spirit or letter of the rules.

The coach shall exert his/her influence to enhance sportsmanship by spectators, both directly and by working closely with cheerleaders, pep club sponsors, booster clubs, and administrators.

The coach shall respect and support contest officials. The coach shall not indulge in conduct or public criticism that would incite players or spectators against the officials.

Before and after contests, coaches for the competing teams should meet and exchange cordial greetings to set the correct tone for the event.

A coach shall not exert pressure on faculty members to give student-athletes special consideration.

The coach acknowledges that a violation of the Coach's Code of Ethics may result in disciplinary action, up to and including termination from coaching position.

Policy History:

Adopted on: 1/28/08

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**Non-District Funded Activities****5365**

Upon School Board approval, activities that are not listed on the District Extra-Curricular Activities/Duties Index Schedule may be funded from non-district sources.

These approved activities are listed as school-endorsed programs and follow all other Board policy with the following exceptions:

Selection of Coach/Sponsor: The salary for the coach/sponsor is set by the sponsoring organization. Selection of coaches/sponsors is conducted by a committee consisting of the building principal, building athletic director, and three members selected by the sponsoring organization or parents. Hiring preference is not given to certified staff. The principal will present the committee's hiring recommendation to the School Board for approval and the coach/sponsor becomes an employee of the District. The coach/sponsor will receive a Term of Employment document for the position. There are no property rights attached to the Term of Employment. Supervision of the coach/sponsor is the responsibility of the District.

Funding: By June 1 the sponsoring organization/parents must present to the School District money equivalent to the coach's/sponsor's salary and benefits. Half of the estimated cost of travel must be received by the end of the first week of practice. The remaining half of travel expenses must be presented to District Office by the mid-point of the season.

Policy History:

Adopted on: 6/26/08

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**Nonschool Employment by Professional Staff Members****5370**

The outside work or self-employment by a staff member is of concern to the Board insofar as it may:

- ☐ Prevent the employee from performing assigned responsibilities in an effective manner.
- ☐ Be prejudicial to proper effectiveness in the position or compromise the District.
- ☐ Raise a question of conflict of interest – for example, where the employee's position in the District permits access to information or other advantage useful to the outside employer.

Therefore a regular, full-time employee's position in the District shall take precedence over any type of outside work or self-employment. Employees are free to carry on individual work or self-employment projects as long as no District facilities, equipment, or schools are used, except as provided by policy, and the outside work or self-employment does not interfere with the employee's performance of District-assigned duties.

In addition, an employee may not perform any duties related to outside work or self-employment during regular District working hours or during the additional time that is needed to fulfill the responsibilities of the District position. Employees who violate this policy are subject to reprimand, suspension, or termination.

Except by prior written authorization from the Superintendent:

- ☐ School buildings are not to be used for private tutoring or classes for which students pay a fee to a staff member unless a rental contract has been entered into with the district.
- ☐ A staff member is not permitted to provide tutoring for pay to any student who attends or is registered in any of the staff member's own classes with the exception of music students.
- ☐ The principal shall provide safeguards to assure that equal protection opportunity is provided each student in every music department where a teacher may be involved in tutoring or private lessons.

**Policy History:**

Adopted on: 12/15/08

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## **Professional Research and Publishing**

### **5380**

The Board considers that the school system has proprietary rights to publications, instructional materials and devices prepared by employees during their paid work time. However, the Board also recognizes the importance of encouraging its professionals' writing, research and other creative endeavors.

When original materials are developed by employees or staff committees during working time, or as part of regular or special assignments for which they are paid, the school system will have sole rights in matters of publication or reproduction; however, identity of the employee(s) who created the materials will be clearly recognized and noted.

In situations where the proprietary rights to material is in doubt—as, for example, when original instructional materials have been developed partially during working time or as part of a paid assignment, and partially during the staff member's own time—arrangements will be made for the appropriate assignment of rights and any profits.

However, a staff member may use his/her background of knowledge of programs and operations in professional writing of any type, without the Board claiming any rights to the materials or authority to approve them prior to publication, except that articles purporting to represent school system policy will be cleared by the Superintendent who may, if the subject warrants, seek Board approval before they are released.

Cross Reference: 4250 Educational Research in District Schools

#### **Policy History**

Adopted on: 5/19/10

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## **Leaves of Absence**

## **5400**

Classified employees who regularly work twenty (20) hours or more per week and certificated employees who work half-time or more per week shall be granted sick leave and other leaves in accordance with State law.

### **Sick Leave**

Classified employees who regularly work 20 hours or more per week and certificated employees who work half time or more per week shall be granted sick leave and other leaves in accordance with State law. Each such employee shall be granted sick leave with full pay of one day as projected for the employment year for each month of service in which he or she works a majority portion of that month. Sick leave for classified employees shall be calculated proportionate to the average hours worked per day. Sick leave for certificated employees shall be calculated by the day, or percentage thereof, as defined in his or her individual employment contract. The District, may in its discretion, require proof of illness when deemed appropriate, including but not limited to abuse of sick leave or false claims of illness.

Monetary compensation shall not be provided for unused sick leave by the District.

“Sick leave” means a leave of absence, with pay, for a sickness suffered by an employee or his or her immediate family. “Immediate family” for purposes of sick leave shall mean the employee’s spouse and children residing in the employee’s household. . (“Immediate family” shall mean the employee’s mother, father, grandmother, grandfather or grandchild, or the spouse, son, son-in-law, daughter, daughter-in-law, mother-in-law, father-in-law, sibling or any person living in the immediate family. Current language plus change to agree with Bereavement leave) Nothing in this policy guarantees approval of the granting of such leave in any instance. Each request will be judged by the District in accordance with this policy and the needs of the District.

It is understood that seniority shall accumulate while a teacher or employee is utilizing accumulated sick leave credits. Seniority will not accumulate unless an employee is in a paid status. Abuse of sick leave is cause for discipline up to and including termination.

Each eligible classified employee shall be entitled to the following amount of sick leave with full pay, with unlimited accumulation as long as the employee remains continuously in the service of the school district. For purposes of retirement, administration of Idaho Code 33-1217 will be applicable.

### **Accrual rate**

#### **Classified**

156-190 day employees – 11 days

191-220 day employees – 12 days

221-260 day employees – 13 days

The number of days of sick leave will be credited to the employee at the beginning of each school year. Sick leave for eligible classified employees shall be calculated proportionate to the average hours worked per day. Employees who regularly work less than twenty (20) hours per week are not entitled to sick leave.

Each full-time teacher shall receive twelve (12) days of sick leave per school year with unlimited accumulation. Sick leave for certificated employees shall be calculated by the day, or percentage thereof, as defined in his/her individual employment contract.

After one week of absence, the District, may in its discretion, require proof of illness when deemed appropriate, including but not limited to abuse of sick leave or false claims of illness. The District will provide a statement on each check stub showing the number of sick leave days each employee has currently accumulated. Compensation shall not be provided for unused sick leave.

### **Accrual of unused sick leave**

Employees may accrue unused sick leave. Upon retirement, an employee's accumulated unused sick leave must be reported by the District to the public employee retirement system.

### **Bereavement Leave**

An employee who has a death in the immediate family shall be eligible for bereavement leave. Immediate family is defined as spouse of the employee, son, daughter, father, mother, brother, sister, grandfather, grandmother, grandchild, son-in-law, daughter-in-law, parent-in-law, or any person living in the immediate household of the employee. The Superintendent shall have the authority to give bereavement leave for up to five (5) days per occurrence, of which two (2) days per year shall be granted for death outside the employee's immediate family. Additional days may be granted by the Superintendent.

### **Personal Leave**

Paid Personal leave shall be granted for any reason deemed necessary by the employee at the rate of two (2) days per year. After ten (10) years with Joint School District No. 171, personal leave will be increased to three (3) days. If personal leave is not taken, the district will allow the accumulation of up to four (4) days.

The classified employee may elect to be reimbursed \$90.00 for each day not taken, to be paid with the June payroll. The rate of reimbursement for certified staff shall be determined in the Negotiated Agreement

No Personal Leave will be granted immediately before or after regular vacations or on Staff Development Days as listed on the school calendar unless approved by the Superintendent. No leave will be granted during the first two weeks or the last two weeks of the scheduled school term unless approved by the Superintendent.

Personal leave days may be taken as full or half days at the discretion of the employee, provided that no more than 10% but no less than one employee, of the employees in any one building may take personal leave at the same time, with the exception of Peck Elementary School and Cavendish-Teakean Elementary School.

The teacher must notify the principal or supervisor at least two (2) days in advance, except in cases of emergency to use accumulated Personal Leave time.

Personal Leave without pay may be granted by the Superintendent. Notice of at least one week is required for any personal leave of more than four days.

The Superintendent, with approval of the Board, shall have the flexibility, in unusual or exceptional circumstances, to grant personal leave to employees not covered by sick or any other District recognized leave. During any personal leave of greater than 15 days, the employee will not receive fringe benefits. During the leave, the employee may pay the District's share of any insurance benefit program in order to maintain those benefits, provided that such is acceptable to the insurance carrier. Staff using personal leave shall not earn any sick leave or annual leave credit or any other benefits during the approved leave of absence.

### **Professional Leave for Certified Staff**

Release time with pay may be granted for the purpose of attending educational conferences, workshops, seminars or other improvement sessions. Requests for professional leave must be turned in to the building administrator at least two (2) days prior to the employee being gone.

Professional leave must have prior written approval of the Superintendent.

Legal Reference:	42 USC 2000e	Equal Employment Opportunities
	I.C. § 33-513	Professional Personnel
	I.C. § 33-1216	Sick and other leave
	I.C. § 33-1228	Severance allowance at retirement

### **Policy History:**

Adopted on: 2/26/07

Revised on: 10/20/08, 12/12/11, 4/20/15, 6/15/2015, 12/12/16

## **Sick Leave Bank – Certified and Classified**

### **5401**

Each employee of Joint District No. 171 who receives sick leave benefit may participate in a sick leave bank. To participate, each employee must contribute five (5) sick leave days to the bank. The employee may donate all five (5) days the first year, or may donate two (2) days the first year, two (2) days the second year, and one (1) day the third year. Sick leave days thus contributed shall be deducted from the individual's annual sick leave entitlement. The contributed sick leave days shall form a fund of five hundred fifty (550) sick leave days in the Certified Sick Leave Bank and a fund of three hundred (300) sick leave days in the Classified Sick Leave Bank. Sick leave bank days will be available to all eligible participating employees upon recommendation of the respective sick leave bank committee for the purpose of alleviating the hardship caused by absence from work necessitated by extended or recurring personal illness or personal injury extending beyond the employee's accumulated sick leave. The employee will also acknowledge that once these days are contributed, they cannot be retrieved upon resignation from Joint District No. 171 or upon quitting the sick leave bank. An employee is considered in good standing as the days are donated according to the stated guidelines and may draw from the bank if guidelines are met. Any employee who does not join at his/her earliest opportunity forgoes coverage for any pre-existing medical condition. If any person voluntarily leaves the district and then is subsequently rehired, those individual(s) must re-contribute five (5) days to be in good standing with the sick leave bank.

The Certified Sick Leave Bank Committee shall consist of five (5) voting members and the Superintendent. The voting members will consist of two (2) CEA members from the hill, two (2) CEA members from the valley, and one (1) administrator.

The Classified Sick Leave Bank Committee shall consist of two (2) classified employees and two (2) administrators.

Each committee shall elect a chairperson each spring to be in charge of committee business. The committee has the responsibility to see that the respective sick leave bank stays solvent. This determination needs to be made in the spring of the school year for the succeeding school year. Additional days may be requested of members to maintain solvency of the bank. If a member chooses not to contribute additional days they will no longer be eligible to participate in the sick leave bank.

Application for use of the bank shall be submitted to the respective sick leave bank committee. After complete review of the application, the committee shall have the authority to make a final decision, within the guidelines, as to the disposition of the case. If the committee deems necessary, it shall require proof of personal disability at the time of application and from time to time after a grant has been made.

The committee shall have the authority to establish such guidelines, as it deems necessary to implement this program and establish additional guidelines, as it deems

necessary to handle a request if such situations are not clear within this policy.

In order for the employee to be eligible to apply for sick leave benefits from a sick leave bank, the employee must first: (1) be a contributor to the bank and (2) have been absent from work due to personal disability and (3) used all of his/her accumulated sick leave days. A person shall be ineligible to join the sick leave bank for coverage of a serious illness or in occurrence of a serious injury if joining after his/her initial opportunity. This illness or injury will not be covered; however, coverage for a non-existing illness or injury that may occur at a later date could be covered. If the employee claims workmen's compensation, he/she shall be eligible for sick leave bank grants only to make up the difference between workmen's compensation and the employee's regular salary. The number of sick leave days granted shall not exceed the number of days absent from work due to illness or accident.

Bank grants to individual employees shall not be carried over from one contract year to another and all such grants shall end at the termination of the contract year. In no case shall a certified employee be granted more than one-half (1/2) of the current contract year from the Sick Leave Bank for all illness or disabilities. If an employee does not use all of the days granted by the Bank, the unused sick leave days shall be returned to the Bank.

The committee shall develop and distribute rules and procedures for orderly administration of the bank not inconsistent with this policy. The committee shall report all days granted by the bank to the District Office and to the sick leave bank recipient and will maintain records of such grants.

Sick leave forms will be given to new employees at orientation or time of hiring. The new employee hired at the beginning of the school term shall return his/her enrollment or rejection of the respective sick leave bank to the District Office by September 15<sup>th</sup> of each year. A late-hired employee shall have until the fifteenth (15<sup>th</sup>) day of the month following hire to return his/her form.

Cross Reference: Negotiations Agreement

Policy History:

Adopted on: 2/26/07

Revised on: 1/23/12

**Proof of Illness for Sick Leave****5405**

The Board of Trustees or a designee of the Board of Trustees may require proof of illness in a form adequate to protect the District from any employee abusing sick leave through such actions as malingering or false claims of illness. Proof may also be requested for absences of more than three consecutive school days or when there is a pattern of persistent, predictable, or repetitive absences.

If the Board or a designee of the Board makes such a request of any employee, the employee shall provide written documentation from a provider of the healing arts as to the illness and/or necessity of the employee to be absent from work to the District's Administrative Office.

Legal Reference:

I.C. § 33-1216

Sick and other leave

Policy History:

Adopted on: 3/19/12

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## **Family Medical Leave**

**5410**

In accordance with the provisions of the Family Medical Leave Act of 1993, a leave of absence of up to twelve (12) weeks during a twelve-(12)month period may be granted to an eligible employee for the following reasons: 1) the birth of a child; 2) the placement of a child for adoption or foster care; 3) because of a serious health condition that makes the employee unable to perform the functions of the job; 4) to care for the employee's spouse, child or parent with a serious health condition, or 5) for any qualifying exigency arising out of the fact that a spouse, son, daughter, or parent of the employee is on active duty status, or has been notified of an impending call to active duty status, in support of a contingency operation.

An employee is eligible to take FMLA leave if the employee has been employed for at least twelve (12) months, and has worked at least one thousand two hundred fifty (1,250) hours during the twelve (12) months immediately prior to the date when the leave is requested.

An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered service member who is recovering from a serious illness or injury sustained in the line of duty on active duty is entitled to up to twenty six (26) weeks of leave in a single twelve (12) month period to care for the servicemembers.

Employees will be required to use appropriate paid leave while on FMLA Leave. Workers Compensation absences will be designated FMLA Leave.

The Board has determined that the twelve (12)-month period during which an employee may take FMLA leave is July 1 to June 30

Medical certification shall be required to determine FMLA initial or continued eligibility as well as fitness for duty.

Legal Reference:                      29 CFR 825, 29 USC 2601, et seq.              Family  
    Medical Leave Act  
    National Defense Authorization Act for FY 2008 (NDAA), Pul. L. 110-  
    181

### Policy History:

Adopted on: 2/26/07

Revised on: 12/14/09



## **Family Medical Leave**

**5410P**

**Who Is Eligible?** Employees are eligible if they have worked for the District for at least one (1) year, and for one thousand two hundred fifty (1,250) hours over the previous twelve (12) months.

**Benefit:** Under certain conditions, eligible employees, if qualified, may be entitled to up to twelve (12) weeks leave with continuing participation in the District's group insurance plan. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered service member who is recovering from a serious illness or injury sustained in the line of duty on active duty is entitled to up to twenty six (26) weeks of leave in a single twelve (12) month period to care for the service members.

**Reasons for Taking Leave:** Unpaid leave will be granted to eligible employees for any of the following reasons:

- a) To care for the employee's child after birth, or placement for adoption or foster care;
- b) To care for the employee's spouse, child, or parent (does not include parents in-law) who has a serious health condition; or
- c) For a serious health condition that makes the employee unable to perform the employee's job.
- d) For any qualifying exigency arising out of the fact that a spouse, son, daughter, or parent of the employee is on active duty status, or has been notified of an impending call to active duty status, in support of a contingency operation.

**Substitution of Paid Leave:** Paid leave will be substituted for unpaid leave under the following circumstances:

- a) Accumulated sick/personal leave will be utilized concurrently with any FMLA leave that is taken for a serious health reason as described in (b) or (c) above.
- b) Accumulated vacation/personal leave will be utilized concurrently with any FMLA leave that is taken for a family reason as described in (a) above.
- c) Accumulated sick leave will be utilized concurrently with FMLA leave whenever the FMLA leave is taken for reasons which qualify for sick leave benefits pursuant to District policy.
- d) Whenever appropriate workers' compensation absences shall be designated FMLA leave.

**When spouses Are District Employees:** If spouses are employed by the District, they each are entitled to a total of twelve (12) weeks of leave per year. However, where the reason for the leave is for birth of a child, or because of adoption or foster care, or to care for a sick parent, such leave may be limited to an aggregate of 12 weeks, between the spouse/employees.

**Advance Notice:** Employees must provide thirty (30) days advance notice when the leave is foreseeable. In other situations an employee must give notice as soon as practicable. Leave may be allowed in emergency situations when no advance warning

is possible. Inexcusable delays in notifying the District may result in the delay or denial of leave.

**Requests:** A sick leave request form is to be completed whenever an employee is absent from work for more than three (3) days or when an employee has need to be absent from work for continuing treatment by (or under the supervision of) a health care provider.

**Medical Certification:** The District will require medical certification to support a request for leave or any other absence because of a serious health condition (at employee expense), and may require second or third opinions (at the employer's expense) and a fitness for duty report to return to work statement.

**Intermittent/Reduced Leave:** FMLA leave may be taken "intermittently or on a reduced leave schedule" under certain circumstances. Where leave is taken because of birth or placement of a child for adoption or foster care, an employee may take leave intermittently or on a reduced leave schedule only with the approval of the District. Where FMLA leave is taken to care for a sick family member or for an employee's own serious health condition, leave may be taken intermittently or on a reduced leave schedule when medically necessary. An employee may be reassigned to accommodate intermittent or reduced leave. When an employee takes intermittent leave or leave on a reduced leave schedule, increments will be limited to the shortest period of time that the District's payroll system uses to account for absences or use of leave.

**Insurance:** An employee out on FMLA leave is entitled to continued participation in the appropriate group health plan, but it is incumbent upon the employee to continue paying the ~~usual~~ premiums throughout the leave period. An employee's eligibility to maintain health insurance coverage will lapse if the premium payment is more than thirty (30) days late. The District will mail notice of delinquency at least fifteen (15) days before coverage will cease.

**Return:** Upon return from FMLA leave, reasonable effort shall be made to place the employee in the original or equivalent position with equivalent pay, benefits, and other employment terms.

**Record Keeping:** Employees, supervisors and building administrators will forward requests, forms and other material to payroll to facilitate proper record keeping.

**Summer Vacation:** The period during the summer vacation or other scheduled breaks (i.e., Christmas) an employee would not have been required to work will not count against that employee's FMLA leave entitlement.

## SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES

**Leave More Than Five (5) Weeks Before End of Term:** If an instructional employee begins FMLA leave more than five (5) weeks before the end of term, the District may require the employee to continue taking leave until the end of a semester term if:

- (a) The leave is at least three (3) weeks; and
- (b) The employee's return would take place during the last three-(3)-week period of the semester term.

**Leave Less Than Five (5) Weeks Before End of Term:** If an instructional employee begins FMLA leave for a purpose other than that employee's own serious health condition less than five (5) weeks before the end of term, the District may require the employee to continue taking leave until the end of a semester term if:

- (a) The leave is longer than two (2) weeks; and
- (b) The employee's return would take place during the last two-(2)-week period of the semester term.

**Leave Less Than Three (3) Weeks Before End of Term:** If an instructional employee begins FMLA leave for a purpose other than that employee's own serious health condition less than three (3) weeks before the end of term, the District may require the employee to continue taking leave until the end of the academic term if the leave is longer than five (5) days.

**Intermittent or Reduced Leave:** Under certain conditions, an instructional employee needing intermittent or reduced leave for more than twenty percent (20%) of the total working days over the leave period may be required by the District to:

- (a) Take leave for a period(s) of particular duration not to exceed the duration of treatment; or
- (b) Transfer to an alternate but equivalent position.

**Legal Reference:** 20 CFR 825, 29 USC 2601, et seq. Family Medical Leave Act  
National Defense Authorization Act for FY 2008 (NDAA), Pub. L.  
110-181

**Procedure History:**

Promulgated on: 2/26/07

Revised on: 12/14/09, 2/27/12

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**Jury Duty****5412**

Serving on a jury is a fundamental responsibility of citizenship, and Joint School District #171 supports this important role in our society. Upon receipt of the initial, official notification, an employee selected for jury duty must submit a copy of such notice to the immediate supervisor as soon as possible so that appropriate substitute needs can be met. If the absence would pose a significant hardship for the School District, the employee may be asked to request a postponement of jury duty from the court.

Upon being excused from jury service during any day, an employee shall return to complete his/her assignment for the remainder of the regular workday.

Employees will receive compensation at their regular rate of pay for time spent on jury duty.

**Policy History:**

Adopted on: 2/26/07

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**Witness for Court Appearance Leave****5413**

Joint School District #171 employees who are subpoenaed into court as a witness will be allowed leave for required court appearances. Employees are expected to use only the portion of the workday of days required for their appearance as a witness. Employees are required to receive prior approval of the Superintendent and their immediate supervisor (maintenance, school lunch, bus supervisor and principals). The employee will be granted leave to be a witness for court appearance with pay providing the person submits a copy of the subpoena to the district office as soon as possible.

**Policy History:**

Adopted on: 2/26/07

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### **Long-Term Illness/Temporary Disability/Maternity Leave**

5420

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

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

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

The Superintendent shall devise procedures within the intent of Title VII of the 1964 Civil Rights Act as amended in 1978 by the Pregnancy Discrimination Act, and within the scope of applicable law and court rulings in the state of Idaho.

Legal Reference: Pregnancy Discrimination Act

### Policy History:

Adopted on: 2/26/07

**Long-Term Illness/Temporary Disability/Maternity Leave****5420P**

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

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

**Procedure History:**

Promulgated on: 2/26/07

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**Insurance Benefits for Employees/ Trustees****5430**

Newly hired certificated employees will be eligible for insurance benefits offered by the District consistent with the terms of the current collective bargaining agreement..

Classified employees who work twenty (20) hours or more per week shall be entitled to the same group health insurance benefits as applicable to certificated personnel.

Trustees will be allowed to participate in the District's group health insurance program provided that any trustee who desires to participate in such program shall pay the monthly premium to the District seven (7) days in advance of the District's premium payments to the insurance carrier. Should any trustee fail to make premium payments as set forth herein, his/her insurance coverage will be automatically canceled.

Legal Reference:	I.C. § 33-517A	School districts – Noncertificated employees – Group health insurance
	I.C. § 67-5763	Governmental body authorized to make contracts for group insurance for officers and employees

**Policy History:**

Adopted on: 2/26/07

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**Staff Graduate Credit Reimbursement****5435**

It is the Policy of Orofino Joint School District #171 to encourage the continued education of our staff.

To this end, the District directs the superintendent to establish a procedure to reimburse certified staff for some tuition costs. The amount of money, if any designated, for this purpose will be established by the Board of Trustees in the Annual Budget for the District.

**Policy History:****Promulgated on: 8/20/12****Amended 7/18/16****Staff Credit Reimbursement Procedure****5435P**

1. Certified staff may apply for three college credits of reimbursement with a maximum dollar value of \$1395 annually.
2. In the event that more reimbursement is applied for than there are funds available, the total amount of money requested will be divided by the amount set aside by the district for this purpose. A "percentage" for reimbursement will be determined (\$30,000 requested and \$20,000 available equals 66% reimbursement).
3. Staff will be reimbursed at the rate of the "percentage" times the dollars requested (\$180 times .66 equals \$119 or \$1395 requested times .66 equals \$920).
4. Reimbursements are for tuition only.
5. All requests for reimbursement must have a receipt showing the cost of the class and a transcript showing successful completion of the class.
6. Tuition will only be reimbursed for classes that are in the certified staff's assignment/curriculum field or pre-approved by the superintendent.
7. All request for reimbursement must be received by June 1, 2017.
8. The Superintendent or designee will disburse funds in separate checks with the June payroll.

**Procedure History:****Adopted 7/18/16**

**School Holidays****5440**

The District designates the following days as school holidays:

1. New Year's Day;
2. Presidents' Day;
3. Martin Luther King Day;
4. Memorial Day;
5. Independence Day;
6. Labor Day;
7. Thanksgiving Day;
8. Christmas Day.

Holidays will be paid to pro-rated classified staff who are regularly scheduled to work 20 hours or more per week and to regularly-scheduled part-time employees who were hired prior to the 1995-1996 school year . Paid holidays fall into two groups: employees scheduled to work 12 months/year and employees who work while school is in session.

- | 12-Month Employee         | School-Year Employee      |
|---------------------------|---------------------------|
| 1. Labor Day              | 1. Labor Day              |
| 2. Thanksgiving           | 2. Thanksgiving           |
| 3. Day after Thanksgiving | 3. Christmas              |
| 4. Christmas              | 4. New Year's Day         |
| 5. New Year's Day         | 5. Martin Luther King Day |
| 6. Martin Luther King Day | 6. Presidents' Day        |
| 7. Presidents' Day        | 7. Memorial Day           |
| 8. Memorial Day           |                           |
| 9. Independence Day       |                           |

In those cases where an employee, as defined above, is required to work any of these holidays, another day shall be granted in lieu of such holiday.

If a holiday occurs during the period in which vacation is being taken by an employee, the holiday shall not be charged against the employee's annual leave.

Legal Reference: I.C. § 33-512 Governance of schools  
I.C. § 73-108 Holidays enumerated

**Policy History:**

Adopted on: 2/26/07

## **Vacation Leave**

**5450**

The following schedule is based on a 260-day work year. The employee's FTE (full-time equivalency) rating will be determined based on their workdays compared to 260 days. The number of vacation days will then be calculated using the following formula:

Number of days from schedule multiplied by the FTE rating

All full-time employees of the District employed on a 12-month basis will receive ten (10) days paid vacation after one (1) year of continual employment. They will receive ten (10) days paid vacation from one to five years of continuous employment.

At the completion of six years of continuous employment, paid vacation time will be determined as follows:

6 years	11 days
7 years	12 days
8 years	13 days
9 years	14 days
10 years	15 days

From ten years of continuous employment through fifteen years of continuous employment, the employee will receive 15 days of paid vacation. At the completion of sixteen (16) years of continuous employment, the following vacation schedule will be followed:

16 years	16 days
17 years	17 days
18 years	18 days
19 years	19 days
20 years	20 days

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

Leave credits may not be advanced nor may leave be taken retroactively.

Vacation requests must be submitted for approval to the employee's immediate supervisor in writing ten (10) days prior to the first day of vacation. The 10-day requirement may be waived in the case of an emergency.

Custodians may take five (5) days of vacation during the school year. Every effort should be made to take the school year vacation during student vacation time.

Joint School District No. 171 does not reimburse any employees for unused vacation days upon completion of the term of employment.

Nothing in this policy guarantees approval of the granting of specific days as annual vacation leave in any instance. Each request will be judged by the District in accordance with staffing needs.

Policy History:

Adopted on: 2/26/07

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**Workers' Compensation Benefits****5460**

All employees of the District are covered by Workers' Compensation benefits. In the event of an industrial accident, an employee should:

1. Attend to first aid and/or medical treatment if emergency prevails;
2. Correct, or report as needing correction, the hazardous situation as soon as possible after the emergency is stabilized;
3. Report the injury or disabling condition (whether actual or possible) to the immediate supervisor within forty-eight (48) hours; and
4. Call or visit the administrative office (after medical treatment if needed) to complete the necessary report of accident and injury.

The administrator shall notify the immediate supervisor of the report, and shall include the immediate supervisor in completing any and all reporting as required.

An employee who is injured in an industrial accident may be eligible for Workers' Compensation benefits.

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

Legal Reference:	I.C. § 72-101, et seq.	Workers' Compensation
	Act	

**Policy History:**

Adopted on: 2/26/07

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**Leaves of Absence - Military Leave****5470****General Policy**

All District employees, other than those who are employed on a temporary basis, are entitled to military leave of absence when ordered to active duty for training as members of the Idaho National Guard or any component of the U.S. Armed Forces. Employees who volunteer, are drafted, or are ordered to extended active duty with any component of the U.S. Armed Forces shall be entitled to reinstatement to their former positions or comparable positions if the right is exercised in a timely manner as noted below.

**Notice to District**

All employees should provide either written or oral notice of upcoming military training to the District as soon as reasonably practical. The employee or an appropriate officer of the branch of military in which the employee will serve may provide the notice. Employees who are ordered for such duty shall provide one copy of their orders to the Superintendent. Notice shall include date of departure and date of return for purposes of military training ninety (90) days prior to the date of departure.

**Military Leave for Training or Short Term Duty**

Employees who are required to attend annual training or special active duty for training shall not suffer any loss of salary, seniority or efficiency rating during the first fifteen (15) days of such absence in any calendar year. Leave will be without loss of benefits.

**Completion of Military Training**

Upon completion of military training, employee shall give evidence of the satisfactory completion of such training immediately thereafter. Employee shall be restored to his or her previous or similar position with the same status, pay, vacation leave, sick leave, bonus, advancement, and seniority. Such seniority shall continue to accrue during such period of absence.

**Benefits for Uniformed Service Personnel On Active Duty**

**Salary:** For any period of active duty up to three (3) months, the employee shall be entitled to receive from the District salary or wages equal to the difference between the employee's military pay and the employee's District salary, provided the employee's military pay does not exceed his or her District salary or wages. The employee must provide the District with all documentation necessary to permit the aforementioned computation. For periods beyond three (3) months, the Board will review and consider approval for any further extensions. Employees who do not request District pay or who

fail to provide the documentation required in this policy shall not be entitled to receive any District salary or wages as set forth in this policy.

Pension and Retirement Plans. Pension and retirement plans are considered a benefit to which reinstated employees are entitled. Any normal contributions will continue to be made for service members who are absent for 90 days or less. If the employee has been absent for military service for 91 days or more, the District may elect to delay making retroactive pension contributions until the employee submits satisfactory reemployment documentation.

Medical Insurance. Health benefits will be offered to the extent they are available to other employees on leave. An employee performing military service for 30 days or less is not required to pay more than the normal employee share of any health premium. If the employee's military service is for 31 days to three (3) months, the health plan will offer continuous coverage. An employee on military leave may elect to continue health care coverage through the District for up to three (3) months after the military leave begins or for the period of military service, whichever is shorter. The District's obligation to provide health benefits ends once an employee's military leave exceeds three (3) months. When the employee is reinstated, a waiting period or exclusion cannot be imposed if health coverage would have been provided to the employee had he or she not been absent for military service.

#### Reporting to District Once Military Leave is Complete

The standard military service length and reporting times are:

- ☐ *1 to 30 days of military service:* employee reports to the District by the beginning of the first scheduled work day that falls eight hours after the end of the last calendar day of military service.
- ☐ *31 to 180 days of military service:* employee must submit an application for reemployment no later than 14 days after completion of service in the armed forces. If the 14<sup>th</sup> day falls on a day when the District's offices are not open or available to accept a reemployment application, the time extends to the next business day.
- ☐ *181 days or more of military service:* employee must submit an application for reemployment no later than 90 days after completion of military service. If the 90<sup>th</sup> day falls on a day when the employee's offices are not open or available to accept a reemployment application, the time extends to the next business day.
- ☐ *Cases of disability:* employees who are hospitalized or recovering from a disability that was incurred or aggravated during the period of military service leave have up to two years to submit an application for reemployment.

There is an exception to these guidelines for those employees who, through no fault of their own, find themselves in a situation that makes it impossible or unreasonable to meet the required timetables. In those cases the employee must return to work as soon as possible.

### Disqualification From Returning to Work

There are four conditions that disqualify an employee from exercising his or her right to reemployment after military service:

- ☐ A dishonorable or bad conduct discharge
- ☐ Separation from the service under "other than honorable conditions"
- ☐ A commissioned officer's dismissal via court martial or by order of the President
- ☐ When a service member has been dropped from the rolls for being absent without authority or for civilian imprisonment

### Reinstatement to Positions After Extended Duty

Employees who volunteer, are drafted, or called to active duty for extended periods will be placed on "Military Leave of Absence" upon written application and be entitled to reinstatement to their former or similar positions upon their return and under the following conditions:

1. They must not have remained on active duty beyond their first opportunity for honorable or general release.
2. They must report to claim reinstatement within fourteen (14) days after completion of service; or one (1) day in the case of individuals who undergo only thirty (30) days active training or less.

After an employee has been absent for 31 days or more of military service, the District may ask the employee or the employee's military unit for documentation showing that:

- ☐ The employee submitted a timely application for reemployment;
- ☐ The employee's length of military service has not exceeded the five-year limitation; and
- ☐ The employee's separation from the military service meets the requirement for reemployment.

As a general rule, employees returning from military service must be reemployed in the job that they previously held, or would have attained had they not been absent for military service. If the employee was disabled while on military duty, or a disability is aggravated by military service, the District will make reasonable efforts to accommodate the disability

#### Legal Reference:

I.C. § 46-407 Militia and Military Affairs /  
Reemployment Rights  
I.C. § 46-224 Militia and Military Affairs / Entitled to Restoration of  
Position After Leave of Absence for Military Training  
I.C. § 46-225 Militia and Military Affairs / Vacation, Sick Leave,  
Bonus and Advancement Unaffected by Leave  
USERRA, Title 38, Part 3, Chapter 43 U.S. Code

#### Policy History:

Adopted on: 2/26/07



## **PERSONNEL**

### **Joint School District #171**

#### **Leadership Premiums**

**5480**

The Board shall have in place a plan and criteria for providing leadership premium compensation to reward teachers and pupil service staff for serving in a leadership capacity in their schools. Leadership priorities will be based upon one or more of the criteria below as identified by a committee consisting of teachers, administrators, and other District stakeholders and approved by the Board. The decision as to whom and how many instructional and pupil service employees receive leadership premiums shall not be subject to collective bargaining and shall not become a part of the negotiated agreement.

#### **Leadership Criteria**

The Board shall award leadership premiums of a minimum of \$900 to certificate instructional and pupil service employees, regardless of such employee's full or part time status, in recognition of the additional time they will spend fulfilling one or more of the following leadership roles:

- (a) Teaching a course in which students earn both high school and college credit;
- (b) Teaching a course to middle school students in which the students earn both middle school and high school credit;
- (c) Holding and providing service in multiple non-administrative certificate or subject endorsement areas;
- (d) Serving or being hired to serve in an instructional or pupil service position designated as hard to fill by the board of trustees;
- (e) Serving or being hired to serve in a hard to fill instructional position in a career technical education program;
- (f) Providing mentoring, peer assistance or professional development pursuant to section 33-512 (17), Idaho Code;
- (g) Having received professional development in career and academic counseling, and then providing career or academic counseling for students, with such services incorporated within or provided in addition to the teacher's regular classroom instruction or pupil service duties;
- (h) Other leadership duties designated by the board of trustees, exclusive of duties related to student activities or athletics. Such duties shall require that the employee work additional time as a condition of the receipt of a leadership premium.
- (i) Various other criteria designated by the Board, excluding duties related to student activities or athletics, which require the employee to work additional time such as:
  - 1. Crisis Team Coordinator;
  - 2. Curriculum Development Team;
  - 3. Senior Project Team;
  - 4. Standards Based Development Team;
  - 5. Positive Behavior Instructional Support Team;
  - 6. Building Leadership Team;
  - 7. Response to Instruction/Student Service Team;
  - 8. Non School Hour Tutor Program (before, after, Friday School); and
  - 9. Library Support at IDYCA;

The Board may grant multiple leadership premiums to those performing multiple duties, but no employee shall receive leadership premiums that exceed 25% of the employee's minimum salary as designated on the career ladder.

These premiums shall be valid only for the fiscal year for which the awards are made. Duties related to student activities and athletics shall not be eligible for leadership premiums.

Legal Reference:	I.C. § 33-1004F	Obligations to Retirement and Social
		Security Benefits
	I.C. § 33-1004J	Leadership Premiums

Policy History:

Adopted on: 12/12/16

## **Personnel Files**

**5500**

The District maintains a complete personnel record for every employee (certificated and classified). Much of the information contained in employee personnel files is confidential and access to such files should be limited to the Superintendent, Principal, the employee, the employee's designee or representative, and school districts requesting information based upon Idaho Code 33-1210.

A log of those persons other than the Superintendent, Principal or other administrative staff, will be kept indicating the date and time of inspection, name of person requesting access, description of the records copied, if any, and the initials of the person providing the access and/or copies requested.

In accordance with federal law, the District shall release information regarding the professional qualifications and degrees of teachers and the qualifications of paraprofessionals to parents upon request, for any teacher or paraprofessional who is employed by a school receiving Title I funds, and who provides instruction to their child at that school. Access to other information contained in the personnel records of District employees is governed by Policy 4340.

In accordance with state law including Idaho Code 33-1210, not later than twenty (20) days after receiving a request the District shall release information regarding job performance or job-related conduct to school districts requesting such information for hiring purposes.

The District shall maintain official District files for employees.

An employee's official file shall be kept in the District administrative office. It shall, at the minimum, contain the following records:

1. Application materials;
2. Contracts of employment;
3. Communications from the administration
4. Performance evaluations;
5. Rebuttals to performance evaluations;
6. Parental input materials;
7. Written reprimands;
8. Original statements/releases to/from hiring school districts;
9. Original acknowledgement of receipt of professional liability insurance providers lists;
10. A copy of the employee's job description signed by the employee;
11. A signed acknowledgement that the employee has received a copy of the District's sexual harassment policy;
12. A signed acknowledgment that the employee has received a copy of the District's email and Internet use policy;
13. Documentation of additional training received, coursework completed, in-service attended, etc.

The building file may contain notes and observations. Letters of recommendation will be kept in a separate sealed file maintained by the Superintendent. Personal notes of supervisors need not be placed in the file but may be maintained in the supervisor's own file.

Each employee will be provided written notice of all materials placed in an employee's personnel file. Notice shall be provided within ten (10) days of placement of information in the employee's file or, if possible, presented to the employee prior to placement in the file. An employee will have the opportunity to attach a rebuttal to any information placed in the employee's personnel file. An employee will have seven (7) days (from the date written notice of placement) to attach a statement or notification of rebuttal.

Upon request, an employee or the employee's designee or representative will have access to the employee's personnel file and will be provided copies, upon request within a reasonable period of time. The request, inspection, and/or copying of the file will be logged indicating the date and time, name of person requesting access, description of the records copied, if any, and the initials of the person providing the access and/or copies requested.

#### Record Keeping Requirements Under the Fair Labor Standards Act

In addition to the information to be placed in an employee's personnel file set forth hereinabove, any and all payroll information required by the Fair Labor Standards Act shall also be kept for each employee as follows:

1. Records required for ALL employees:
  - A. Name in full (same name as used for Social Security);
  - B. Employee's home address, including zip code;
  - C. Date of birth if under the age of 19;
  - D. Sex (may be indicated with Male/Female, M/F);
  - E. Time of day and day of week on which the employee's work week begins;
  - F. Basis on which wages are paid (such as \$5/hour, \$200/week, etc.);
  - G. Any payment made which is not counted as part of the "regular rate";
  - H. Total wages paid each pay period.
  - I. I-9
2. Additional records required for non-exempt employees:
  - A. Regular hourly rate of pay during any week when overtime is worked;
  - B. Hours worked in any work day (consecutive twenty-four-(24)-hour period);
  - C. Hours worked in any work week (or work period in case of 207[k]);
  - D. Total daily or weekly straight-time earnings (including payment for hours in excess of forty (40) per week, but excluding premium pay for overtime);
  - E. Total overtime premium pay for a work week;
  - F. Date of payment and the pay period covered;
  - G. Total deductions from or additions to wages each pay period;
  - H. Itemization of dates, amounts and reason for the deduction or addition, maintained on an individual basis for each employee;

- I. Number of hours of compensatory time earned each pay period;
- J. Number of hours of compensatory time used each pay period;
- K. Number of hours of compensatory time compensated in cash, the total amount paid and the dates of such payments;

Cross Reference: 4130 Public Access to District Records

- i. Hiring Process and Criteria
  - 5205 Job Description
  - 5340F Sexual Harassment/Intimidation in the Workplace Policy Acknowledgement
  - 5330F Employee Electronic Mail and On-Line Services Use Acknowledgement

Legal Reference: 29 USC 201, et seq. Fair Labor Standards Act

- I.C. § 33-517 Noncertificated Personnel
- I.C. § 33-518 Employee personnel files
- I.C. § 33-1210 Information on past job performance

Policy History:

Adopted on: 2/26/07

Revised on: 1/23/12

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**Staff Health****5600****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.

Legal Reference:	29 U.S.C. 794,	Section 504 of the
	Rehabilitation Act	
	29 CFR, Section 1630.14(c)(1)(2)(3)	
	41 U.S.C. 12101, et seq.	Americans with Disabilities Act

### Policy History:

Adopted on: 2/26/07

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**Prevention of Disease Transmission****5610**

All District personnel shall be advised of routine procedures to follow in handling body fluids. These procedures shall provide simple and effective precautions against transmission of diseases to persons exposed to the blood or body fluids of another. These procedures shall be standard health and safety practices. No distinction shall be made between body fluids from individuals with a known disease or infection and from individuals without symptoms or with an undiagnosed disease.

The administration shall develop, in consultation with public health and medical personnel, procedures to be followed by all staff. The procedures shall be distributed to all staff, and training on the procedures shall occur on a regular basis. Training and appropriate supplies shall be available to all personnel, including those involved in transportation and custodial services.

**Policy History:**

Adopted on: 2/26/07

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**Substitutes****5700**

The term “substitute teacher” as defined in I.C. § 33-512(15) as any individual who temporarily replaces a certificated classroom educator and is paid a substitute teacher wage for one (1) day or more during a school year.

The state department of education shall maintain a statewide list of substitute teachers. To remain on the statewide substitute teacher list the substitute teacher shall undergo a criminal history check every five (5) years.

The Board authorizes the use of substitute teachers as necessary to replace teachers who are temporarily absent. The principal shall arrange for the substitute to work for the absent teacher. Under no condition is a teacher to select or arrange for a private substitute.

No fringe benefits are given to substitutes.

Substitutes for classified positions will be paid by the hour based on the District's substitute salary schedule. A substitute, after having taught eight (8) consecutive days for the same classified staff member, will be paid at the base rate of pay for that position on the District's classified salary schedule.

Substitutes for certified positions are paid by the day or half-day based on the District's substitute salary schedule. A certified substitute, after having taught eight (8) consecutive days for the same teacher, will be paid at the daily rate of the base teacher's salary schedule. A non-certified substitute, after having taught eight (8) consecutive days for the same teacher, will be paid at twice the daily rate of pay for non-certified substitutes. Exceptions to the 'consecutive days' rule may be granted by the Superintendent after reviewing educational impact on students.

If an aide substitutes for a teacher or another aide, he/she will be compensated at an hourly rate equal to his/her regular hourly wage or the substitute wage, whichever is higher.

Other classified staff, who substitute outside their classification, will receive the substitute rate of pay as per the District's substitute wage schedule.

Cross Reference: 5110 Criminal History / Background Checks

**Policy History:**

Adopted on: 2/26/07

Revised on: 11/17/08

## **Teachers' Aides/Paraeducators**

**5710**

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

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

In compliance with applicable legal requirements, the Board shall require all newly-hired paraeducators with instructional duties to have:

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

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

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

Legal Reference: Public Law 107-110, No Child Left Behind Act of 2001

### Policy History:

Adopted on: 2/26/07

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**Volunteers / Contractors****5720**

The District recognizes the valuable contributions made to the total school program by members of the community who act as volunteers. A volunteer by law is an individual who:

1. Has not entered into an express or implied compensation agreement with the District;
2. Is excluded from the definition of "employee" under the appropriate state and federal statutes;
3. May be paid expenses, reasonable benefits and/or nominal fees in some situations; and
4. Is not employed by the District in the same or similar capacity for which he/she is volunteering.

District employees who work with volunteers shall clearly explain duties for supervising children in school, on the playground and on field trips. An appropriate degree of training and/or supervision of each volunteer shall be administered commensurate with the responsibility undertaken.

In order to maintain a safe environment for the students of this District, the names of all contractors (including subcontractors) who perform work on school property will be provided to the District in advance of performing work on school property. The names of contractors will be checked against the statewide sex offender register and any contractor who is listed on such registry will not be allowed to perform work on school property.

Cross Reference:	5110 Fingerprint and Criminal Background Investigations
4600	Volunteer Assistance
4420	Sex Offenders
Legal Reference:	I.C. § 33-512 Governance of schools

**Policy History:**

Adopted on: 2/26/07

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## **Private Service Providers / Consultants**

**5725**

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

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

The District shall conduct, at the consultant's or PSP's expense, a state criminal records check of all consultants or PSPs who have contact with students on a regularly scheduled and/or continuing basis, or who have supervisory responsibility for children at a school site or on school-sponsored trips.

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

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

### **Compensation**

PSP compensation shall be approved by the Board prior to invitation and arrangement for visitation by such person or persons to the District except when such compensation is within the amount specifically budgeted.

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

### **Confidentiality**

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

### **Definition**

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

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

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

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

Legal Reference: I.C. § 33-512 Governance of schools  
Family Education Records and Privacy Act

Cross Reference: 4600 Volunteer Assistance  
4420 Sex Offenders  
5110 Fingerprints and Criminal Background Investigations  
5720 Volunteers / Contractors

Policy History:

Adopted on: 11/17/08

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**Volunteer – Authorization to Release Information****5730**

TO WHOM IT MAY CONCERN:

I, \_\_\_\_\_, am seeking a volunteer assignment with Joint School District No. 171. I acknowledge that a complete investigation into my background is necessary to protect the safety and welfare of the children in Joint School District No. 171. I hereby expressly and voluntarily give Joint School District No. 171 the right to make a thorough investigation of my past employment, education, and activities. I understand that Joint School District No. 171 reserves the right to use any lawful method of investigation that, in its sole discretion, it deems reasonable and necessary.

This document is effective until revoked in writing by me.

\_\_\_\_\_  
SIGNATURE\_\_\_\_\_  
DATE

Print Full Name: \_\_\_\_\_

Print Full Address: \_\_\_\_\_  
\_\_\_\_\_

Birth Date: \_\_\_\_\_

Social Security  
Number: \_\_\_\_\_

STATE OF IDAHO    )  
                              : ss.  
County of \_\_\_\_\_)

On this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, before me, a notary public of the State of Idaho, personally appeared \_\_\_\_\_, known to me to be the person named in the foregoing Release, and acknowledged to me that \_\_\_\_\_ executed the same as \_\_\_\_\_ free act and deed, for the uses and purposes therein mentioned.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my notarial seal the day and year in this certificate first above written.

\_\_\_\_\_  
Notary Public, State of Idaho  
County of \_\_\_\_\_  
My commission expires \_\_\_\_\_

**Reduction in Force****5740**

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 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 law. A reduction of certified employees may occur as a result of, but not be limited to, the following examples or from other conditions necessitating reductions:

- a. Decreases in student enrollment
- b. Changes in curriculum
- c. Financial conditions or limitations of the District

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 provided however, that no such decision shall be made until after completion of the written evaluation for each certificated staff member and that the decision as to which employee(s) shall be subject to such reduction shall not be made solely on consideration of seniority or contract status.

The Board may choose to implement a RIF through:

- 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. 33-522A	Reductions in Force

**Policy History:**

Adopted on: 2/26/07

Revised on: 6/20/11, 1/23/12, 6/17/13

## Employing Retired Teachers and Administrators

One of the Board's personnel goals is to recruit, select and employ the best qualified personnel to staff the schools within the District. As such, retired employees who leave the District in good standing may be re-employed according to the following guidelines:

1. The District may employ certificated teachers and administrators who are receiving retirement benefits from the Public Employee Retirement System of Idaho (PERSI) for positions requiring such certification. Said employees are hereinafter referred to a “retiree” or “retirees.”
  - a. These employees shall be employed on a Standard Retired Teacher Contract or Standard Retired Administrator Contract form that has been approved by the State Superintendent of Public Instruction.
2. Any employment contract between the District and retirees shall be separate and apart from the collective bargaining agreement between the District and the local teachers’ association.
3. Retirees employed consistent with this policy and state law shall accrue one (1) day per month of sick leave. No annual sick leave shall be accumulated unless additional sick leave has been negotiated between each individual retiree and the District at the time of employment. Sick leave accrued under Idaho Code § 33-1004H does not qualify for unused sick leave benefits under Idaho Code § 33-1228.
4. The District will provide health insurance/life insurance benefits for retirees hired consistent with this policy.
5. The District shall not employ certificated teachers and administrators who receive or received benefits under the early retirement program provided in Idaho Code § 33-1004G.
6. Retirees who qualify to be rehired are those who have: A) reached the Rule of 90; B) are not participating in the early retirement program; and C) who are retired on or after 62 years of age.

Legal Reference:	I.C. § 33-1004H	Employing Retired Teachers and Administrators
	I.C. § 33-523	Principals to Determine New Staffing
	I.C. § 33-513	Professional Personnel
	I.C. § 33-1228	Severance Allowance at Retirement
	I.C. § 59-1356	Employment of Retired Members

Cross Reference:  
5100 Hiring Process & Criteria

### Policy History:



Adopted: 11/17/08  
Revised: 2/27/12

## **Classified Employment and Assignment**

**5800**

Classified employees are those non-certificated employees who are employed by the District or personnel hired in positions which do not require certification.

With the exception of those classified employees who are hired for a stated specified time, all classified employees shall be regarded as “at-will” employees and may be dismissed at the will of either party and the employment relationship may be terminated at any time for any or no reason (so long as the same does not violate public policy or violate any other provision of law). Such at-will designation will be included in all job descriptions as mandated by I.C. § 33-517 and in written Term of Employment, should the same be implemented by the District. An employment period, as well as other terms and conditions of employment set forth in a job description and/or written Term of Employment shall not create a property right as such are included for the specific purpose only of providing notice to the employee of the service and expectations of the District so long as the employment relationship continues.

Classified employees shall have no expectation of continued employment, unless so expressly specified by the District. The District reserves the right to change employment conditions affecting the employee’s duties, assignment, supervisor or grade.

The Board shall determine the salary and wages for classified personnel.

The grievance procedure for classified employees shall be the procedure set forth in I.C. § 33-517. Classified employees may file a written grievance alleging unfair treatment or a violation of District policy. However, neither the rate of pay nor the decision to terminate an employee during the initial 180 days of employment shall be regarded as a proper grievable matter.

Legal Reference: I.C. § 33-517 Noncertificated personnel  
I.C. § 33-1201 Certificate required  
Metcalf v. Intermountain Gas Co., 116 Idaho 622 (1989)

### **Policy History:**

Adopted on: 2/26/07  
Revised on: 11/17/08

**Compensatory Time and Overtime/Classified Employees****5810**

Classified employees who work more than forty (40) hours in a given work week may receive overtime pay of one and one-half (1 1/2) times the normal hourly rate. No overtime is authorized for any classified employee without the specific approval of the supervisor and the Superintendent, except as the Superintendent shall otherwise prescribe.

No additional hours over an employee's Term of Employment are authorized without the specific approval of the supervisor and the Superintendent, except as the Superintendent shall otherwise prescribe.

A classified employee may not volunteer work time in an assignment similar to his or her regular work without pay.

A non-exempt employee who works overtime without authorization may be subject to disciplinary action.

**Legal Reference:** 29 USC 201, et seq.      Fair Labor Standards Act

**Policy History:**

Adopted on: 2/26/07

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**Employee Compensation Non-Annualized Election****5815**

Joint School District No. 171 does not offer its employees an annualized election. For the purposes of this policy, an annualized election means that an employee is allowed to choose between being paid only during the school year and being paid over a twelve (12) month period and the employee chooses to be paid over the twelve month period.

**Legal Reference:** I.C. §§ 45-606 through 45-617 Claims for Wages

**Other Reference:** Internal Revenue Service, Newsroom Article, Announcement IR-2007-142, August 7, 2007, “New Rule Will Not Affect Teacher Salaries in Upcoming Year”

Internal Revenue Service, Newsroom Article, August 7, 2007, “Frequently Asked Questions: Sec. 409A and Deferred Compensation”

**Policy History:**

Adopted on: 11/17/08

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**Evaluation of Classified Staff****5820****Evaluation of Non-Certified Staff**

Each non-certified staff member's job performance shall be evaluated by the staff member's direct supervisor. The evaluation process includes scheduled evaluations, on forms applicable to the job classification and description, and day-to-day appraisals.

The supervisor shall provide a copy of the completed evaluation to the staff member and shall provide an opportunity to discuss the evaluation. The original should be signed by the staff member and filed with the Superintendent. If the staff member refuses to sign the evaluation, the supervisor should note the refusal and submit the evaluation to the Superintendent. The employee will be allowed the opportunity to attach a rebuttal to any information contained in the evaluation.

This policy shall be made available to any District employee or person seeking employment with the District.

Legal Reference: I.C. § 33-517 Non-certificated Personnel  
I.C. § 33-518 Employee Personnel Files

**Policy History:**

Adopted on: 2/26/07, 8/19/13

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**Classified Staff Evaluation****5820P1**

Joint School District #171

**CLASSIFIED EMPLOYEE  
PERFORMANCE APPRAISAL****Employee's Name:****Position:****Location:****School Year:**

**INSTRUCTIONS:** The Supervisor is to complete this form by placing the number of the rating on each item in the space provided. If an item is rated 1 of 2 then a statement is to be written in the comment area clarifying what needs to be done to improve. One copy of the form is to be given to the employee and a second copy is to be placed in the employee's personnel file.

**I. QUALITY OF WORK RATING**

Indicators: Neatness, Accuracy, and Consistency of Quality.

5. Exceptionally neat and accurate. Practically no mistakes.
4. Usually accurate. Very neat. Seldom necessary to check work.
3. Acceptable. Usually neat. Occasional errors-some supervision required.
2. Acceptable work if closely supervised.
1. Unacceptable work. Too many errors.

COMMENTS:

**II. JOB KNOWLEDGE RATING**

Indicators: Experience, Special Training, and Education.

5. Well informed on all phases of the job.
4. Knowledge is thorough enough to perform without assistance.
3. Knows job fairly well.
2. Requires assistance frequently.
1. Inadequate knowledge.

COMMENTS:

**III. QUANTITY OF WORK RATING**

Indicators: Amount of work required under normal conditions.

5. Exceptional quantity. Rapid worker. Usually good production.
4. Good volume-will do more than is expected.
3. Average volume-does what is expected.
2. Does not always complete expected amount of work.
1. Slow worker. Frequently does not complete duties.

COMMENTS:

**IV. DEPENDABILITY RATING**

Indicators: Tasks completed on time.

5. Work is always completed on time.

3. Work is almost always completed on time.
4. Work is usually completed on time.
2. Work is completed on time only under close supervision.
1. Work is rarely completed on time.

COMMENTS: \_\_\_\_\_

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## V. INITIATIVE RATING

Indicators: Develops new ideas, develops efficient ways of doing jobs, takes charge when something needs to be done; is self-reliant.

5. Highly motivated and contributes new ideas frequently. Does other jobs without being told.
6. Very resourceful. Can work on own. Occasionally contributes new ideas and methods. Does small jobs without being told.
3. Does job very well. Will do other jobs when told to.
2. Rarely volunteers to help in other areas. Usually waits for instructions.
1. Needs constant supervision. Not motivated. Displays little interest in improving. Does only what is asked to do.

COMMENTS: \_\_\_\_\_

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## VI. COOPERATION AND RELATIONSHIP WITH OTHERS RATING

Indicators: How employee works with co-workers, supervisors, subordinates, parents, teachers, students, and visitors.

7. Goes out of the way to cooperate with others. Always has a positive attitude. Takes and gives instructions easily.
4. Gets along well with others. Does not complain about others. Good attitude.
3. Satisfactory relationship with others and only occasionally complains.
2. Shows reluctance to cooperate and complains often.
1. Very poor cooperation. Does not follow instructions. Complains often.

COMMENTS: \_\_\_\_\_

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## VII. ABILITY TO LEARN RATING

Indicators: Speed of understanding new routines, ability to understand explanations, how well instructions are carried out, and ability to retain knowledge.

5. Exceptional ability to learn assigned work and adjust to new conditions.
4. Learns rapidly. Follows instructions well. Retains instructions.
3. Usually understands instructions and masters new ideas reasonably well.
2. Requires extra instruction. Necessary to repeat instructions.
1. Very slow to understand instructions. Cannot remember instructions. Very slow to master new ideas.

COMMENTS: \_\_\_\_\_

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## VIII. APPEARANCE RATING

Indicators: Cleanliness and appropriate dress.

5. Always neat, clean, and appropriately dressed.

4. Almost always neat, clean, and appropriately dressed.
3. Usually neat, clean, and appropriately dressed.
2. Usually neat, clean, but not appropriately dressed.
1. Often not neat, not clean, and often carelessly dressed.

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

EMPLOYEE COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_

## **Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers 5830**

The District shall adhere to federal law and regulations requiring a drug and alcohol testing program for school bus and commercial vehicle drivers.

This program shall comply with the requirements of the Code of Federal Regulations, Title 49, §§ 382, et seq. The Superintendent shall adopt and enact regulations consistent with the federal regulations, defining the circumstances and procedures for the testing.

Legal Reference: 49 U.S.C. § 2717, Alcohol and Controlled Substances Testing (Omnibus Transportation Employee Testing Act of 1991)  
 49 C.F.R. Parts 40 (Procedures for Transportation Workplace Drug and Alcohol Testing Programs), 382 (Controlled Substance and Alcohol Use and Testing), and 395 (Hours of Service of Drivers)

### **Policy History:**

Adopted on: 2/26/07

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## **Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers 5830P**

School bus and commercial vehicle drivers shall be subject to a drug and alcohol testing program that fulfills the requirements of the Code of Federal Regulations, Title 49, Part 382.

Other persons who drive vehicles designed to transport sixteen (16) or more passengers, including the driver, are likewise subject to the drug and alcohol testing program.

Testing procedures and facilities used for the tests shall conform with the requirements of the Code of Federal Regulations, Title 49, §§ 40, et seq.

### **Pre-Employment Tests**

Tests shall be conducted before the first time a driver performs any safety-sensitive function for the District.

Safety-sensitive functions include all on-duty functions performed from the time a driver begins work or is required to be ready to work, until he/she is relieved from work and all responsibility for performing work. It includes driving; waiting to be dispatched; inspecting and servicing equipment; supervising, performing, or assisting in loading and unloading; repairing or obtaining and waiting for help with a disabled vehicle; performing driver requirements related to accidents; and performing any other work for the District or paid work for any entity.

The tests shall be required of an applicant only after he/she has been offered the position.

Exceptions may be made for drivers who have had the alcohol test required by law within the previous six (6) months and participated in the drug testing program required by law within the previous thirty (30) days, provided that the District has been able to make all verifications required by law.

### **Post-Accident Tests**

Alcohol and controlled substance tests shall be conducted as soon after an accident as practicable on any driver:

1. Who was performing safety-sensitive functions with respect to the vehicle, if the accident involved loss of human life; or
2. Who receives a citation under state or local law, for a moving traffic violation arising from the accident.

Drivers shall make themselves readily available for testing, absent the need for immediate medical attention.

No such driver shall use alcohol for eight (8) hours after the accident, or until after he/she undergoes a post-accident alcohol test, whichever occurs first.

If an alcohol test is not administered within two (2) hours or if a drug test is not administered within thirty-two (32) hours, the District shall prepare and maintain records explaining why the test was not conducted. Tests will not be given if not administered within eight (8) hours after the accident for alcohol or within thirty-two (32) hours for drugs.

Tests conducted by authorized federal, state, or local officials will fulfill post-accident testing requirements provided they conform to applicable legal requirements and are obtained by the District. Breath tests will validate only the alcohol test and cannot be used to fulfill controlled substance testing obligations.

### Random Tests

Tests shall be conducted on a random basis at unannounced times throughout the year. Tests for alcohol shall be conducted just before, during, or just after the performance of safety-sensitive functions. The number of random alcohol tests annually must equal 25% of the average number of driver positions. The number of random drug tests annually must equal 50% of the average number of driver positions. Drivers shall be selected by a scientifically valid random process, and each driver shall have an equal chance of being tested each time selections are made.

### Reasonable Suspicion Tests

Tests shall be conducted when a supervisor or District official trained in accordance with law has reasonable suspicion that the driver has violated the District's alcohol or drug prohibitions. This reasonable suspicion must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The observations may include indications of the chronic and withdrawal effects of controlled substances.

Alcohol tests are authorized for reasonable suspicion only if the required observations are made during, just before, or just after the period of the work day when the driver must comply with alcohol prohibitions. An alcohol test may not be conducted by the person who determines that reasonable suspicion exists to conduct such a test. If an alcohol test is not administered within two (2) hours of a determination of reasonable suspicion, the District shall prepare and maintain a record explaining why this was not done. Attempts to conduct alcohol tests shall terminate after eight (8) hours.

A supervisor or District official who makes observations leading to a controlled substance reasonable suspicion test shall make a written record of his/her observations within twenty-four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

## Enforcement

Any driver who refuses to submit to a post-accident, random, reasonable suspicion, or follow-up test shall not perform or continue to perform safety-sensitive functions.

Drivers who test positive for alcohol or drugs shall be subject to disciplinary action up to and including dismissal.

A driver who violates District prohibitions related to drugs and alcohol shall receive from the District the names, addresses, and telephone numbers of substance abuse professionals and counseling and treatment programs available to evaluate and resolve drug and alcohol-related problems. The employee shall be evaluated by a substance abuse professional who shall determine what help, if any, the driver needs in resolving such a problem. Any substance abuse professional who determines that a driver needs assistance shall not refer the driver to a private practice, person, or organization in which he/she has a financial interest, except under circumstances allowed by law.

An employee identified as needing help in resolving a drug or alcohol problem shall be evaluated by a substance abuse professional to determine that he/she has properly followed the prescribed rehabilitation program and shall be subject to unannounced follow-up tests after returning to duty.

## Return-to-Duty Tests

A drug or alcohol test shall be conducted when a driver who has violated the District's drug or alcohol prohibition returns to performing safety-sensitive duties.

Employees whose conduct involved drugs cannot return to duty in a safety-sensitive function until the return-to-duty drug test produces a verified negative result.

Employees whose conduct involved alcohol cannot return to duty in a safety-sensitive function until the return-to-duty alcohol test produces a verified result that meets federal and District standards.

## Follow-Up Tests

A driver who violates the District's drug or alcohol prohibition and is subsequently identified by a substance abuse professional as needing assistance in resolving a drug or alcohol problem shall be subject to unannounced follow-up testing as directed by the substance abuse professional in accordance with law. Follow-up alcohol testing shall be conducted just before, during, or just after the time when the driver is performing safety-sensitive functions.

## Records

Employee drug and alcohol test results and records shall be maintained under strict confidentiality and released only in accordance with law. Upon written request, a driver shall receive copies of any records pertaining to his/her use of drugs or alcohol, including any records pertaining to his/her drug or alcohol tests. Records shall be made available to a subsequent employer or other identified persons only as expressly requested in writing by the driver.

### Notifications

Each driver shall receive educational materials that explain the requirements of the Code of Federal Regulations, Title 49, Part 382, together with a copy of the District's policy and regulations for meeting these requirements. Representatives of employee organizations shall be notified of the availability of this information. The information shall identify:

1. The person designated by the District to answer driver questions about the materials;
2. The categories of drivers who are subject to the Code of Federal Regulations, Title 49, Part 382;
3. Sufficient information about the safety-sensitive functions performed by drivers to make clear what period of the work day the driver is required to comply with Part 382;
4. Specific information concerning driver conduct that is prohibited by Part 382;
5. The circumstances under which a driver will be tested for drugs and/or alcohol under Part 382;
6. The procedures that will be used to test for the presence of drugs and alcohol, protect the driver and the integrity of the testing processes, safeguard the validity of test results, and ensure that test results are attributed to the correct driver;
7. The requirement that a driver submit to drug and alcohol tests administered in accordance with Part 382;
8. An explanation of what constitutes a refusal to submit to a drug or alcohol test and the attendant consequences;
9. The consequences for drivers found to have violated the drug and alcohol prohibitions of Part 382, including the requirement that the driver be removed immediately from safety-sensitive functions and the procedures for referral, evaluation, and treatment;
10. The consequences for drivers found to have an alcohol concentration of 0.02 or greater but less than 0.04; and
11. Information concerning the effects of drugs and alcohol on an individual's health, work, and personal life; signs and symptoms of a drug or alcohol problem (the driver's or a coworker's); and available methods of intervening when a drug or alcohol problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management.

Drivers shall also receive information about legal requirements, District policies, and disciplinary consequences related to the use of alcohol and drugs.

Each driver shall sign a statement certifying that he/she has received a copy of the above materials.

Before any driver operates a commercial motor vehicle, the District shall provide him/her with post-accident procedures that will make it possible to comply with post-accident testing requirements.

Before drug and alcohol tests are performed, the District shall inform drivers that the tests are given pursuant to the Code of Federal Regulations, Title 49, Part 382. This notice shall be provided only after the compliance date specified in law.

The District shall notify a driver of the results of a pre-employment drug test if the driver requests such results within sixty (60) calendar days of being notified of the disposition of his/her employment application.

The District shall notify a driver of the results of random, reasonable suspicion, and post-accident drug tests if the test results are verified positive. The District shall also tell the driver which controlled substance(s) were verified as positive.

Drivers shall inform their supervisors if at any time they are using a controlled substance which their physician has prescribed for therapeutic purposes. Such a substance may be used only if the physician has advised the driver that it will not adversely affect his/her ability to safely operate a commercial motor vehicle.

Policy History:

Adopted on: 2/26/07

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