

**NOTICE OF REGULAR MEETING MEETING OF THE BOARD OF TRUSTEES  
MINIDOKA COUNTY JOINT SCHOOL DISTRICT #331  
RUPERT, MINIDOKA COUNTY, IDAHO**

**NOTICE IS HEREBY GIVEN** that an **Regular Meeting** of the Board of Trustees of the Minidoka County Joint School District is posted for **Monday, August 18, 2025 at 7:00 PM** at the **District Service Center 310 10th Street Rupert, ID 83350** at which meeting the following business will be conducted:

**CALL TO ORDER & ROLL CALL:**

Bonnie Heins, Chair	Dr. Kenneth Cox, Superintendent
Rick Stimpson, Vice Chair	Kerri Tibbitts, Board Clerk
Russ Suchan, Trustee	Reed Cotten, School Counsel
Jeff Gibson, Trustee	
Mary Andersen, Trustee	

1. *THE EXECUTIVE SESSION WILL BEGIN AT 5:00 P.M.*

EXECUTIVE SESSION: Idaho Code 74-206 (1) (b) To consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent or public school student; (f) legal counsel

A. Possible Adoption of Resolution Regarding Level 3 Grievance Hearing Panel Decision (action item)

2. CALL TO ORDER & ROLL CALL

3. VISITOR WELCOME & PLEDGE OF ALLEGIANCE

4. AGENDA APPROVAL (Action Item)

5. CONSENT AGENDA (Action Item)

A. Minutes of Previous Meeting

2

B. Payment of Bills, Payroll & Treasurer's Reports, SBF & Activity Reports

5

C. Disposition of District Property/Fixed Assets (None)

D. Travel Requests

118

E. Personnel

119

1. Motion to declare an emergency hire needed for PE/Health (East Minico)

2. Motion to approve the emergency hire for PE/Health (East Minico)

6. PATRON COMMENTS

7. DISCUSSION ITEMS

A. Administrator/Department/Committee Reports

123

B. Superintendent Report

C. Board Training

D. Levy

8. BUSINESS (Action Items)

A. Approval of Bus/Emergency Routes and Safety Areas

127

B. Adoption of the State Special Education and State Transportation Manuals

C. Approval of Sex Education Classes at Mt. Harrison and East, West, and Minidoka Jr. High

133

D. Approval of Activity Stipend Schedule

290

E. New/Amended/Deleted Policies

1. Policy 361.00 Student Cell Phone Use (First Reading)

294

2. Policy 546.00 /546.00P Staff Travel (First Reading)

297

3. Policy 670.00 Evaluation of Classified Employees (First Reading)

305

4. Policy 810.00 District Owned Vehicles (Third Reading)

307

5. ISBA 2000 Policy Series

313

9. ADJOURNMENT

#boldsubject#

\*\* Robert's Rules of Order will govern all meetings

\*\*\* Any person needing special accommodations to participate in the above-noticed meeting should contact the Minidoka County School District one (1) day prior to the meeting at 310 10<sup>th</sup> St., Rupert, Id. (208) 436-4727

# **MCSO #331 Board of Trustees**

## **Regular Board Meeting Minutes**

### **July 21, 2025 DRAFT**

#### **Executive Session**

EXECUTIVE SESSION: Idaho Code 74-206 (1) (b) To consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent or public school student; (f) legal counsel

A motion was made to move to Executive Session by Vice Chair Andersen, seconded by Trustee Claridge. Motion carried. Chair Suchan – yes; Vice Chair Andersen – yes; Trustees Claridge and Kent – yes.

There was a possible motion on the adoption of a resolution regarding level 3 grievance hearing panel decision. A motion was not made due to a mutual agreement between parties involved for an extension.

Executive Session was declared finished.

#### **Board Members Present**

The following trustees were present: Chair Suchan, Vice Chair Andersen, Trustees Kent and Claridge.

#### **Call to Order & Roll Call**

#### **Visitor Welcome and Pledge of Allegiance**

The pledge was led by Vice Chair Andersen.

#### **Agenda Approval (Action Item)**

A motion to approve the agenda as presented was made by Trustee Claridge, seconded by Vice Chair Andersen. Motion carried.

#### **Consent Agenda**

With no objections, the consent agenda was unanimously approved.

#### **Patron Comments** – No comments

#### **Discussion**

Jacob Catmull: Mr. Catmull shared information he has received from different businesses in the area that will volunteer services/supplies to update the lighting on the football field. He asked the board if the district could come up with some funding to help with the project. Mr. Larsen and Daryl Kent will review the budget to see if funding is available.

Financial Discussion: Daryl Kent shared with the board there is a possible 2-6% holdback of funding from the State. It is the hope the State will use the “rainy day” fund and not pass it down to districts. Six percent of our budget is approximately 2.1 million dollars.

Federal Funding: Funds from the government were not released July 1<sup>st</sup>. As of now title 1 and Special Education funding is fine, we received those funds but with no increase. Those in jeopardy of not receiving funding are Title 2, ELL, student support and Century 21 programs. Everything is still up in the air.

Board Meetings: It was agreed the Board wanted more training. An ISBA representative, Jason Lloyd, was in the audience and it was set up for September 22<sup>nd</sup> at 5:00 p.m.

Levy: Ballot language is due August 29<sup>th</sup>. Mr. Larsen and Daryl will work with Zion's bank regarding what taxes would be. Mr. Larsen will meet with the facilities committee and administrators to get ideas of what they see as projects needing to be added to the levy.

Ag Building: There has been some confusion with the billing to the State with projects. A meeting was held and hopefully everything will be taken care of.

Club/Activity Funds: Bookkeepers will be trained the 29<sup>th</sup> on new software that will help with credit cards and distributing funds to the correct location/account. There are some changes in accounts, our codes will now match those of the State. All accounts/actions will be done in one location, and reports should be easier to access. The Board thanked the business office for their hard work.

Administrator/Department/Committee Reports: There were no comments/questions on these reports.

Superintendent Report: Mr. Larsen reported administrators will be back in their buildings July 28<sup>th</sup>. Our all staff meeting will be August 11<sup>th</sup> at 8:00. The ag building computer room may need to have a false ceiling and air conditioner added which was not part of the original plan. When Sean Boyer checked the temperature of the closet for the server it was 82 degrees. The server needs to stay at around 68% in order to function correctly.

## **Business**

Engagement Letter for Poulsen VanLeuven & Catmull: A motion was made to approve the engagement letter for Poulsen VanLeuven and Catmull as our auditors was made by Vice Chair Andersen, seconded by Trustee Kent. Motion carried.

Student Handbooks: A motion to approve the student handbooks was made by Vice chair Andersen, seconded by Trustee Claridge. Motion carried.

New/Amended/Deleted Policies:

1. Policy 302.00/302.00P Open Enrollment Policy and Procedure (First Reading)
2. Policy 310.00 School Age Entrance, Placement and Transfer (First Reading)
3. Policy 362.00P Student Use of Personal Electronic Devices Procedure (First Reading)
4. Policy 386.20 Student Immunizations (First Reading)
5. Policy 510.50 Criminal History Checks for Employees, Substitutes, Volunteers and Contractors (First Reading)
6. Policy 800.00 Student Transportation (First Reading)
7. Policy 802.00 Bus Loading Discipline Student Conduct (First Reading)
8. Policy 804.00 Vehicle Idling (First Reading)
9. Policy 805.00 Bus Driver Training (First Reading)
10. Policy 807.00 Evacuation Instruction and Drills (First Reading)
11. Policy 809.00 Bus Routes, Stops and Non-transportation Zones (First Reading)
12. Policy 810.00 District Owned Vehicles (Second Reading)

A motion to approved policies 1-11 as presented was made by Trustee Claridge, seconded by Trustee Kent. Motion carried.

Policy 810.00 District Owned Vehicles will be held for a third reading.

**Adjournment**

A motion for adjournment was made by Trustee Claridge, seconded by Trustee Kent. Motion carried. Adjournment was 8:41p.m.

\_\_\_\_\_  
Russ Suchan, Chair of School Board

Attest: August 18, 2025

\_\_\_\_\_  
Kerri Tibbitts, Board Clerk

Employee  
Checks

# MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 39

Voucher Date: 07/25/2025

Prepared By: *Hutton Waked*

Printed: 07/25/2025 07:58:39 AM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$30,322.86 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

*C. V. S.*

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$12,328.11
243	PROFESSIONAL TECHNICAL - STATE	\$0.00
251	TITLE I-A ESEA-IMPROVING BASIC PROGRAMS	\$3,687.83
253	TITLE I-C ESEA MIGRANT FUND	\$1,357.93
255	TITLE I-D ESEA NEGLECTED & DELINQUENT CHILDREN	\$0.00
257	TITLE VI-B IDEA SPECIAL ED FUND	\$0.00
258	TITLE VI-B IDEA PRESCHOOL FUND	\$0.00
260	MEDICAID	\$0.00
261	TITLE IV ESSA - STUDENT SUPPORT & ACADEMIC	\$0.00
270	TITLE III ESEA FED LEP	\$0.00

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**Voucher No: 39**

**Voucher Date: 07/25/2025**

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<b>Fund</b>		<b>Amount</b>
271	TITLE II-A ESEA IMPROVING TEACHER QUALITY	\$0.00
274	Stronger Connections Grant	\$0.00
284	GEAR UP GRANT	\$0.00
290	FOOD SERVICE FUND	\$12,948.99
		<hr/> <b>\$30,322.86</b>

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Check Listing**

Fiscal Year: 2024-2025

**Criteria:**

**Bank Account:** Payroll Checking 0000000000

**From Date:** 7/25/2025  
**From Check:** 120260  
**From Voucher:** 39

**To Date:** 7/25/2025  
**To Check:** 1201296  
**To Voucher:** 39

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
120260	07/25/2025	BRISBIN, MARY EVELYN	\$1,586.15	39	Printed	Payroll	<input type="checkbox"/>		
120261	07/25/2025	BAIRD, CAROLYN	\$2,817.35	39	Printed	Payroll	<input type="checkbox"/>		
120262	07/25/2025	KNIGHT, KENDRA BROOKE	\$1,086.83	39	Printed	Payroll	<input type="checkbox"/>		
120263	07/25/2025	GARNER, BEVERLY JOAN	\$1,369.39	39	Printed	Payroll	<input type="checkbox"/>		
120264	07/25/2025	MCLEAN, WENDY KAY	\$1,864.89	39	Printed	Payroll	<input type="checkbox"/>		
1201281	07/25/2025	GUZMAN, BEATRIZ ADRIANA	\$2,075.40	39	Printed	Payroll	<input type="checkbox"/>		
1201282	07/25/2025	REYNOLDS, TAYLOR SHAY	\$2,238.35	39	Printed	Payroll	<input type="checkbox"/>		
1201283	07/25/2025	ARTHUR, CINDY V	\$323.40	39	Printed	Payroll	<input type="checkbox"/>		
1201284	07/25/2025	GILLETTE, STAFFORD L	\$226.26	39	Printed	Payroll	<input type="checkbox"/>		
1201285	07/25/2025	PINCOCK, MARLYN	\$177.57	39	Printed	Payroll	<input type="checkbox"/>		
1201286	07/25/2025	ALVAREZ-COBARRUBIAS, ANTHONY	\$1,604.50	39	Printed	Payroll	<input type="checkbox"/>		
1201287	07/25/2025	FROST, SHARMIE L	\$1,710.20	39	Printed	Payroll	<input type="checkbox"/>		
1201288	07/25/2025	HITT, JORDAN LEE	\$1,627.57	39	Printed	Payroll	<input type="checkbox"/>		
1201289	07/25/2025	HITT, LEXIE LYNN	\$1,451.87	39	Printed	Payroll	<input type="checkbox"/>		
1201290	07/25/2025	RUCKER, MACEY RYAN	\$708.92	39	Printed	Payroll	<input type="checkbox"/>		
1201291	07/25/2025	MARTSCH, SHIRLEE LOUISE	\$777.12	39	Printed	Payroll	<input type="checkbox"/>		
1201292	07/25/2025	ANDREW, TRISTEN DAVID	\$967.11	39	Printed	Payroll	<input type="checkbox"/>		
1201293	07/25/2025	CRIST, TERRY THOMPSON	\$1,589.75	39	Printed	Payroll	<input type="checkbox"/>		
1201294	07/25/2025	MCCANN, TERRY M	\$1,492.82	39	Printed	Payroll	<input type="checkbox"/>		
1201295	07/25/2025	STUMPH, PHYLLIS RHODA	\$1,439.48	39	Printed	Payroll	<input type="checkbox"/>		
1201296	07/25/2025	BAKER, DARREN G	\$3,187.93	39	Printed	Payroll	<input type="checkbox"/>		

Total Amount: \$30,322.86

**End of Report**

Katie's  
July  
Pay

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# MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1197

Voucher Date: 07/25/2025

Prepared By: *Hunter Woodal*

Printed: 07/24/2025 01:25:18 PM

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MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$5,015.26 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

*S. Woodal*

\_\_\_\_\_  
SPENCER LARSEN Superintendent

\_\_\_\_\_  
RUSS SUCHAN Chair

\_\_\_\_\_  
MARY ANDERSON Vice Chair

\_\_\_\_\_  
JUAN PEREZ Board Member

\_\_\_\_\_  
JACOB CLARIDGE Board Member

\_\_\_\_\_  
RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

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Fund		Amount
290	FOOD SERVICE FUND	\$5,015.26
		<u>\$5,015.26</u>

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1197

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
<b>D.L. EVANS BANK</b>						
Check Group:						
DIRECT DEPOSIT		1	0	V364811 7/25/2025	290.217.2170.000.000.000	\$400.00
DIRECT DEPOSIT		1	0	V805391 7/25/2025	290.217.2170.000.000.000	\$4,615.26

Check #: 0

PO/InvoiceTotal:	<u>\$5,015.26</u>
Vendor Total:	<u>\$5,015.26</u>
Grand Total:	<u>\$5,015.26</u>

End of Report

**MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER**

Direct Deposits

Voucher No: 1198

Voucher Date: 07/25/2025

Prepared By:

Printed: 07/24/2025 02:23:15 PM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$1,415,683.09 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$1,204,134.04
243	PROFESSIONAL TECHNICAL - STATE	\$5,307.18
251	TITLE I-A ESEA-IMPROVING BASIC PROGRAMS	\$30,043.46
253	TITLE I-C ESEA MIGRANT FUND	\$58,153.83
255	TITLE I-D ESEA NEGLECTED & DELINQUENT CHILDREN	\$2,938.85
257	TITLE VI-B IDEA SPECIAL ED FUND	\$37,655.01
258	TITLE VI-B IDEA PRESCHOOL FUND	\$1,548.42
260	MEDICAID	\$3,869.00
261	TITLE IV ESSA - STUDENT SUPPORT & ACADEMIC	\$2,393.64
270	TITLE III ESEA FED LEP	\$1,869.72

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**Voucher No: 1198**

**Voucher Date: 07/25/2025**

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<b>Fund</b>		<b>Amount</b>
271	TITLE II-A ESEA IMPROVING TEACHER QUALITY	\$6,405.16
274	Stronger Connections Grant	\$1,273.47
284	GEAR UP GRANT	\$1,955.32
290	FOOD SERVICE FUND	\$58,135.99
		<hr/> <hr/> <b>\$1,415,683.09</b>

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1198

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
<b>D.L. EVANS BANK</b>						
Check Group:						
DIRECT DEPOSIT		1 0		V67243 7/25/2025	100.217.2170.000.000.000	\$1,190,263.76
DIRECT DEPOSIT		1 0		V67243 7/25/2025	243.217.2170.000.000.000	\$5,293.01
DIRECT DEPOSIT		1 0		V67243 7/25/2025	251.217.2170.000.000.000	\$30,043.46
DIRECT DEPOSIT		1 0		V67243 7/25/2025	253.217.2170.000.000.000	\$58,153.83
DIRECT DEPOSIT		1 0		V67243 7/25/2025	255.217.2170.000.000.000	\$2,938.85
DIRECT DEPOSIT		1 0		V67243 7/25/2025	257.217.2170.000.000.000	\$37,506.52
DIRECT DEPOSIT		1 0		V67243 7/25/2025	258.217.2170.000.000.000	\$1,548.42
DIRECT DEPOSIT		1 0		V67243 7/25/2025	270.217.2170.000.000.000	\$1,869.72
DIRECT DEPOSIT		1 0		V67243 7/25/2025	271.217.2170.000.000.000	\$6,405.16
DIRECT DEPOSIT		1 0		V67243 7/25/2025	290.217.2170.000.000.000	\$57,292.74
DIRECT DEPOSIT		1 0		V67243 7/25/2025	284.217.2170.000.000.000	\$1,955.32
DIRECT DEPOSIT		1 0		V67243 7/25/2025	260.217.2170.000.000.000	\$3,869.00
DIRECT DEPOSIT		1 0		V67243 7/25/2025	261.217.2170.000.000.000	\$2,393.64
DIRECT DEPOSIT		1 0		V67243 7/25/2025	274.217.2170.000.000.000	\$1,273.47

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1198

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
DIRECT DEPOSIT		1	0	V743030 7/25/2025	100.217.2170.000.000.000	\$8,457.09
DIRECT DEPOSIT		1	0	V743030 7/25/2025	243.217.2170.000.000.000	\$14.17
DIRECT DEPOSIT		1	0	V743030 7/25/2025	257.217.2170.000.000.000	\$148.49
DIRECT DEPOSIT		1	0	V743030 7/25/2025	290.217.2170.000.000.000	\$843.25
DIRECT DEPOSIT		1	0	V868545 7/25/2025	100.217.2170.000.000.000	\$5,413.19

Check #: 0

PO/Invoice Total:	<u>\$1,415,683.09</u>
Vendor Total:	<u>\$1,415,683.09</u>
Grand Total:	\$1,415,683.09

End of Report

April  
McCoy  
Direct  
Deposit

# MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1199

Voucher Date: 07/25/2025

Prepared By:

*[Signature]*  
Printed: 07/30/2025 02:06:49 PM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$1,542.95 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

*[Signature]*

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund	Amount
100 GENERAL FUND	\$1,542.95
	<b>\$1,542.95</b>

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1199

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
D.L. EVANS BANK						
Check Group:						
DIRECT DEPOSIT		1 0		V469590 7/25/2025	100.217.2170.000.000.000	\$1,542.95

Check #: 0

PO/InvoiceTotal:	<u>\$1,542.95</u>
Vendor Total:	<u>\$1,542.95</u>
Grand Total:	<u>\$1,542.95</u>

End of Report

Fcd  
Taxes

# MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1200

Voucher Date: 07/25/2025

Prepared By: *Hunter Wood*

Printed: 07/25/2025 11:06:35 AM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$422,321.26 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

*S. V. C.*

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$358,982.94
243	PROFESSIONAL TECHNICAL - STATE	\$1,456.39
251	TITLE I-A ESEA-IMPROVING BASIC PROGRAMS	\$9,070.07
253	TITLE I-C ESEA MIGRANT FUND	\$19,013.63
255	TITLE I-D ESEA NEGLECTED & DELINQUENT CHILDREN	\$1,332.06
257	TITLE VI-B IDEA SPECIAL ED FUND	\$8,985.21
258	TITLE VI-B IDEA PRESCHOOL FUND	\$287.30
260	MEDICAID	\$858.11
261	TITLE IV ESSA - STUDENT SUPPORT & ACADEMIC	\$686.58
270	TITLE III ESEA FED LEP	\$830.33

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**Voucher No: 1200**

**Voucher Date: 07/25/2025**

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<b>Fund</b>		<b>Amount</b>
271	TITLE II-A ESEA IMPROVING TEACHER QUALITY	\$2,043.35
274	Stronger Connections Grant	\$371.17
284	GEAR UP GRANT	\$354.36
290	FOOD SERVICE FUND	\$18,049.76
		<hr/> <hr/> <b>\$422,321.26</b>

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1200

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
FEDERAL RESERVE BANK CHICAGO						
Check Group:						
PAYROLL LIABILITY		1 0		V141630 7/25/2025	100.218.2180.022.000.000	(\$189.07)
PAYROLL LIABILITY		1 0		V440332 7/25/2025	100.218.2180.022.000.000	\$101,793.06
PAYROLL LIABILITY		1 0		V440332 7/25/2025	243.218.2180.022.000.000	\$423.55
PAYROLL LIABILITY		1 0		V440332 7/25/2025	251.218.2180.022.000.000	\$2,070.97
PAYROLL LIABILITY		1 0		V440332 7/25/2025	253.218.2180.022.000.000	\$6,660.95
PAYROLL LIABILITY		1 0		V440332 7/25/2025	255.218.2180.022.000.000	\$609.48 18
PAYROLL LIABILITY		1 0		V440332 7/25/2025	257.218.2180.022.000.000	\$1,543.81
PAYROLL LIABILITY		1 0		V440332 7/25/2025	258.218.2180.022.000.000	\$4.94
PAYROLL LIABILITY		1 0		V440332 7/25/2025	270.218.2180.022.000.000	\$376.79
PAYROLL LIABILITY		1 0		V440332 7/25/2025	271.218.2180.022.000.000	\$654.91
PAYROLL LIABILITY		1 0		V440332 7/25/2025	290.218.2180.022.000.000	\$2,964.71
PAYROLL LIABILITY		1 0		V440332 7/25/2025	260.218.2180.022.000.000	\$115.01
PAYROLL LIABILITY		1 0		V440332 7/25/2025	261.218.2180.022.000.000	\$184.02
PAYROLL LIABILITY		1 0		V440332 7/25/2025	274.218.2180.022.000.000	\$107.25

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1200

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V749327 7/25/2025	100.218.2180.022.000.000	\$51.73
PAYROLL LIABILITY		1	0	V985641 7/25/2025	290.218.2180.022.000.000	\$543.33
Check #: 0						
PO/InvoiceTotal:						\$117,915.44
Vendor Total:						\$117,915.44
<b>SOCIAL SECURITY TRUST FUND</b>						
Check Group:						
PAYROLL LIABILITY		1	0	V140652 7/25/2025	100.218.2180.020.000.000	\$208,316.54
PAYROLL LIABILITY		1	0	V140652 7/25/2025	243.218.2180.020.000.000	\$837.08
PAYROLL LIABILITY		1	0	V140652 7/25/2025	251.218.2180.020.000.000	\$5,672.48 <sup>19</sup>
PAYROLL LIABILITY		1	0	V140652 7/25/2025	253.218.2180.020.000.000	\$10,011.30
PAYROLL LIABILITY		1	0	V140652 7/25/2025	255.218.2180.020.000.000	\$585.62
PAYROLL LIABILITY		1	0	V140652 7/25/2025	257.218.2180.020.000.000	\$6,030.90
PAYROLL LIABILITY		1	0	V140652 7/25/2025	258.218.2180.020.000.000	\$228.84
PAYROLL LIABILITY		1	0	V140652 7/25/2025	270.218.2180.020.000.000	\$367.58
PAYROLL LIABILITY		1	0	V140652 7/25/2025	271.218.2180.020.000.000	\$1,125.28
PAYROLL LIABILITY		1	0	V140652 7/25/2025	290.218.2180.020.000.000	\$10,802.34
PAYROLL LIABILITY		1	0	V140652 7/25/2025	284.218.2180.020.000.000	\$287.20

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1200

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V140652 7/25/2025	260.218.2180.020.000.000	\$602.26
PAYROLL LIABILITY		1	0	V140652 7/25/2025	261.218.2180.020.000.000	\$407.30
PAYROLL LIABILITY		1	0	V140652 7/25/2025	274.218.2180.020.000.000	\$213.90
PAYROLL LIABILITY		1	0	V275927 7/25/2025	100.218.2180.021.000.000	\$55.22
PAYROLL LIABILITY		1	0	V334604 7/25/2025	290.218.2180.021.000.000	\$229.92
PAYROLL LIABILITY		1	0	V353276 7/25/2025	100.218.2180.021.000.000	\$76.10
PAYROLL LIABILITY		1	0	V443643 7/25/2025	100.218.2180.020.000.000	\$261.88 20
PAYROLL LIABILITY		1	0	V496656 7/25/2025	100.218.2180.021.000.000	\$61.24
PAYROLL LIABILITY		1	0	V525675 7/25/2025	100.218.2180.021.000.000	(\$137.36)
PAYROLL LIABILITY		1	0	V569178 7/25/2025	100.218.2180.020.000.000	(\$587.30)
PAYROLL LIABILITY		1	0	V643016 7/25/2025	100.218.2180.020.000.000	\$325.42
PAYROLL LIABILITY		1	0	V863598 7/25/2025	290.218.2180.020.000.000	\$983.10
PAYROLL LIABILITY		1	0	V936463 7/25/2025	100.218.2180.020.000.000	\$236.10
PAYROLL LIABILITY		1	0	V96480 7/25/2025	100.218.2180.021.000.000	\$48,719.38
PAYROLL LIABILITY		1	0	V96480 7/25/2025	243.218.2180.021.000.000	\$195.76

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1200

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V96480 7/25/2025	251.218.2180.021.000.000	\$1,326.62
PAYROLL LIABILITY		1	0	V96480 7/25/2025	253.218.2180.021.000.000	\$2,341.38
PAYROLL LIABILITY		1	0	V96480 7/25/2025	261.218.2180.021.000.000	\$95.26
PAYROLL LIABILITY		1	0	V96480 7/25/2025	274.218.2180.021.000.000	\$50.02
PAYROLL LIABILITY		1	0	V96480 7/25/2025	255.218.2180.021.000.000	\$136.96
PAYROLL LIABILITY		1	0	V96480 7/25/2025	257.218.2180.021.000.000	\$1,410.50
PAYROLL LIABILITY		1	0	V96480 7/25/2025	258.218.2180.021.000.000	\$53.52
PAYROLL LIABILITY		1	0	V96480 7/25/2025	270.218.2180.021.000.000	\$85.96
PAYROLL LIABILITY		1	0	V96480 7/25/2025	271.218.2180.021.000.000	\$263.16
PAYROLL LIABILITY		1	0	V96480 7/25/2025	290.218.2180.021.000.000	\$2,526.36
PAYROLL LIABILITY		1	0	V96480 7/25/2025	284.218.2180.021.000.000	\$67.16
PAYROLL LIABILITY		1	0	V96480 7/25/2025	260.218.2180.021.000.000	\$140.84

Check #: 0

PO/InvoiceTotal:	<u>\$304,405.82</u>
Vendor Total:	<u>\$304,405.82</u>
Grand Total:	<u>\$422,321.26</u>

End of Report

State  
taxes

# MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1201

Voucher Date: 07/25/2025

Prepared By:

*[Signature]*  
Printed: 07/25/2025 11:07:19 AM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$50,101.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

*[Signature]*

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$43,466.25
243	PROFESSIONAL TECHNICAL - STATE	\$223.79
251	TITLE I-A ESEA-IMPROVING BASIC PROGRAMS	\$862.09
253	TITLE I-C ESEA MIGRANT FUND	\$2,745.80
255	TITLE I-D ESEA NEGLECTED & DELINQUENT CHILDREN	\$231.76
257	TITLE VI-B IDEA SPECIAL ED FUND	\$627.08
258	TITLE VI-B IDEA PRESCHOOL FUND	\$6.55
260	MEDICAID	\$29.48
261	TITLE IV ESSA - STUDENT SUPPORT & ACADEMIC	\$113.40
270	TITLE III ESEA FED LEP	\$152.82

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**Voucher No: 1201**

**Voucher Date: 07/25/2025**

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<b>Fund</b>		<b>Amount</b>
271	TITLE II-A ESEA IMPROVING TEACHER QUALITY	\$233.14
274	Stronger Connections Grant	\$51.65
284	GEAR UP GRANT	\$13.00
290	FOOD SERVICE FUND	\$1,344.19
		<hr/> <hr/> <b>\$50,101.00</b>

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1201

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
<b>IDAHO TAX COMMISSION</b>						
Check Group:						
PAYROLL LIABILITY		1 0		V32323 7/25/2025	290.218.2180.023.000.000	\$278.00
PAYROLL LIABILITY		1 0		V404747 7/25/2025	100.218.2180.023.000.000	\$27.00
PAYROLL LIABILITY		1 0		V448905 7/25/2025	100.218.2180.023.000.000	\$63.00
PAYROLL LIABILITY		1 0		V921236 7/25/2025	100.218.2180.023.000.000	(\$166.00)
PAYROLL LIABILITY		1 0		V955524 7/25/2025	100.218.2180.023.000.000	\$43,542.25
PAYROLL LIABILITY		1 0		V955524 7/25/2025	243.218.2180.023.000.000	\$223.79
PAYROLL LIABILITY		1 0		V955524 7/25/2025	251.218.2180.023.000.000	\$862.09
PAYROLL LIABILITY		1 0		V955524 7/25/2025	253.218.2180.023.000.000	\$2,745.80
PAYROLL LIABILITY		1 0		V955524 7/25/2025	255.218.2180.023.000.000	\$231.76
PAYROLL LIABILITY		1 0		V955524 7/25/2025	257.218.2180.023.000.000	\$627.08
PAYROLL LIABILITY		1 0		V955524 7/25/2025	258.218.2180.023.000.000	\$6.55
PAYROLL LIABILITY		1 0		V955524 7/25/2025	270.218.2180.023.000.000	\$152.82
PAYROLL LIABILITY		1 0		V955524 7/25/2025	271.218.2180.023.000.000	\$233.14
PAYROLL LIABILITY		1 0		V955524 7/25/2025	290.218.2180.023.000.000	\$1,066.19

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1201

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V955524 7/25/2025	284.218.2180.023.000.000	\$13.00
PAYROLL LIABILITY		1	0	V955524 7/25/2025	260.218.2180.023.000.000	\$29.48
PAYROLL LIABILITY		1	0	V955524 7/25/2025	261.218.2180.023.000.000	\$113.40
PAYROLL LIABILITY		1	0	V955524 7/25/2025	274.218.2180.023.000.000	\$51.65

Check #: 0

PO/InvoiceTotal:	<u>\$50,101.00</u>
Vendor Total:	<u>\$50,101.00</u>
Grand Total:	\$50,101.00

End of Report

25

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# MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1202

Voucher Date: 07/25/2025

Prepared By:

*Hunter Woodul*

Printed: 07/24/2025 02:42:25 PM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$8,748.87 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

*C. V. J.*

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$7,356.97
253	TITLE I-C ESEA MIGRANT FUND	\$260.61
255	TITLE I-D ESEA NEGLECTED & DELINQUENT CHILDREN	\$59.69
257	TITLE VI-B IDEA SPECIAL ED FUND	\$316.94
260	MEDICAID	\$6.38
270	TITLE III ESEA FED LEP	\$16.11
271	TITLE II-A ESEA IMPROVING TEACHER QUALITY	\$112.80
290	FOOD SERVICE FUND	\$619.37
		<b>\$8,748.87</b>

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1202

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
<b>AIG VALIC/COREBRIDGE</b>						
Check Group:						
PAYROLL LIABILITY		1 0		V913749 7/25/2025	100.218.2180.032.000.000	\$425.00
Check #: 0						
PO/InvoiceTotal:						<u>\$425.00</u>
Vendor Total:						<u>\$425.00</u>
<b>FIDUCIARY TRUST COMPANY</b>						
Check Group:						
PAYROLL LIABILITY		1 0		V800802 7/25/2025	100.218.2180.032.000.000	\$775.00
Check #: 0						
PO/InvoiceTotal:						<u>\$775.00</u>
Vendor Total:						<u>\$775.00</u>
<b>IDAHO CHILD SUPPORT SERVICE</b>						
Check Group:						
PAYROLL LIABILITY		1 0		V418336 7/25/2025	100.218.2180.039.000.000	\$470.36
PAYROLL LIABILITY		1 0		V418336 7/25/2025	253.218.2180.039.000.000	\$199.94
Check #: 0						
PO/InvoiceTotal:						<u>\$670.30</u>
Vendor Total:						<u>\$670.30</u>
<b>IDAHO DEPARTMENT OF LABOR</b>						
Check Group:						
PAYROLL LIABILITY		1 0		V451470 7/25/2025	100.218.2180.039.000.000	\$250.00
Check #: 0						
PO/InvoiceTotal:						<u>\$250.00</u>
Vendor Total:						<u>\$250.00</u>

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1202

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
<b>IDAHO STATE TAX ATTACHMENT</b>						
Check Group:						
PAYROLL LIABILITY		1 0		V203408 7/25/2025	290.218.2180.039.000.000	\$444.53
Check #: 0						
PO/InvoiceTotal:						<u>\$444.53</u>
Vendor Total:						<u>\$444.53</u>
<b>IEA NEA</b>						
Check Group:						
PAYROLL LIABILITY		1 0		V897905 7/25/2025	100.218.2180.039.000.000	\$1,790.52
PAYROLL LIABILITY		1 0		V897905 7/25/2025	253.218.2180.039.000.000	\$6.38
PAYROLL LIABILITY		1 0		V897905 7/25/2025	255.218.2180.039.000.000	\$59.69 <sup>28</sup>
PAYROLL LIABILITY		1 0		V897905 7/25/2025	257.218.2180.039.000.000	\$52.80
PAYROLL LIABILITY		1 0		V897905 7/25/2025	290.218.2180.039.000.000	\$31.90
PAYROLL LIABILITY		1 0		V897905 7/25/2025	260.218.2180.039.000.000	\$6.38
Check #: 0						
PO/InvoiceTotal:						<u>\$1,947.67</u>
Vendor Total:						<u>\$1,947.67</u>
<b>IMPACT ATHLETIC</b>						
Check Group:						
PAYROLL LIABILITY		1 0		V141992 7/25/2025	290.218.2180.039.000.000	\$58.94
PAYROLL LIABILITY		1 0		V141992 7/25/2025	100.218.2180.039.000.000	\$892.79

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1202

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V141992 7/25/2025	257.218.2180.039.000.000	\$106.64
PAYROLL LIABILITY		1	0	V141992 7/25/2025	271.218.2180.039.000.000	\$39.22
				Check #: 0		
					PO/InvoiceTotal:	\$1,097.59
					Vendor Total:	\$1,097.59
<b>MC FITNESS AND COMMUNITY CENTER</b>						
Check Group:						
PAYROLL LIABILITY		1	0	V517713 7/25/2025	100.218.2180.039.000.000	\$108.00
PAYROLL LIABILITY		1	0	V517713 7/25/2025	290.218.2180.039.000.000	\$54.00
				Check #: 0		29
					PO/InvoiceTotal:	\$162.00
					Vendor Total:	\$162.00
<b>MIDLAND NATIONAL</b>						
Check Group:						
PAYROLL LIABILITY		1	0	V92514 7/25/2025	253.218.2180.032.000.000	\$47.89
PAYROLL LIABILITY		1	0	V92514 7/25/2025	270.218.2180.032.000.000	\$16.11
				Check #: 0		
					PO/InvoiceTotal:	\$64.00
					Vendor Total:	\$64.00
<b>MINIDOKA COUNTY SCHOOL DIST</b>						
Check Group:						
PAYROLL LIABILITY		1	0	V84265 7/25/2025	290.218.2180.039.000.000	\$14.00
				Check #: 0		

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1202

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: <u>\$14.00</u>
						Vendor Total: <u>\$14.00</u>
<b>MINIDOKA COUNTY SHERIFF GARN</b>						
Check Group:						
PAYROLL LIABILITY		1 0		V217500 7/25/2025	100.218.2180.039.000.000	\$1,558.76
PAYROLL LIABILITY		1 0		V217500 7/25/2025	257.218.2180.039.000.000	\$155.52
						Check #: 0
						PO/InvoiceTotal: <u>\$1,714.28</u>
						Vendor Total: <u>\$1,714.28</u>
<b>NCPERS IDAHO</b>						
Check Group:						
PAYROLL LIABILITY		1 0		V985268 7/25/2025	253.218.2180.039.000.000	30 \$6.40
PAYROLL LIABILITY		1 0		V985268 7/25/2025	257.218.2180.039.000.000	\$1.98
PAYROLL LIABILITY		1 0		V985268 7/25/2025	271.218.2180.039.000.000	\$2.08
PAYROLL LIABILITY		1 0		V985268 7/25/2025	290.218.2180.039.000.000	\$16.00
PAYROLL LIABILITY		1 0		V985268 7/25/2025	100.218.2180.039.000.000	\$165.54
						Check #: 0
						PO/InvoiceTotal: <u>\$192.00</u>
						Vendor Total: <u>\$192.00</u>
<b>NORTHWEST PROFESSIONAL EDUCATORS</b>						
Check Group:						
PAYROLL LIABILITY		1 0		V389779 7/25/2025	100.218.2180.039.000.000	\$92.50

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1202

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
					Check #: 0	
						PO/InvoiceTotal: <u>          \$92.50</u>
						Vendor Total: <u>          \$92.50</u>
<b>PCS RETIREMENT</b>						
Check Group:						
PAYROLL LIABILITY		1 0		V659259 7/25/2025	100.218.2180.032.000.000	\$350.00
					Check #: 0	
						PO/InvoiceTotal: <u>          \$350.00</u>
						Vendor Total: <u>          \$350.00</u>
<b>RELIASTAR LIFE INS COMPANY</b>						
Check Group:						
PAYROLL LIABILITY		1 0		V544297 7/25/2025	100.218.2180.032.000.000	\$478.50 31
PAYROLL LIABILITY		1 0		V544297 7/25/2025	271.218.2180.032.000.000	\$71.50
					Check #: 0	
						PO/InvoiceTotal: <u>          \$550.00</u>
						Vendor Total: <u>          \$550.00</u>
						Grand Total: <u>          \$8,748.87</u>

End of Report

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# MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1203

Voucher Date: 07/25/2025

Prepared By:

*[Signature]*  
Printed: 07/25/2025 11:11:26 AM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$50,400.80 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

*[Signature]*

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$42,418.50
251	TITLE I-A ESEA-IMPROVING BASIC PROGRAMS	\$1,049.52
253	TITLE I-C ESEA MIGRANT FUND	\$815.62
257	TITLE VI-B IDEA SPECIAL ED FUND	\$1,961.47
258	TITLE VI-B IDEA PRESCHOOL FUND	\$331.34
260	MEDICAID	\$237.40
271	TITLE II-A ESEA IMPROVING TEACHER QUALITY	\$559.76
290	FOOD SERVICE FUND	\$3,027.19
		<b>\$50,400.80</b>

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1203

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
HEALTH SERVICES ADMINISTRATION (AFHSA)						
Check Group:						
PAYROLL LIABILITY		1 0		V835231 7/25/2025	100.218.2180.029.000.000	\$42,418.50
PAYROLL LIABILITY		1 0		V835231 7/25/2025	251.218.2180.029.000.000	\$1,049.52
PAYROLL LIABILITY		1 0		V835231 7/25/2025	257.218.2180.029.000.000	\$1,961.47
PAYROLL LIABILITY		1 0		V835231 7/25/2025	253.218.2180.029.000.000	\$815.62
PAYROLL LIABILITY		1 0		V835231 7/25/2025	271.218.2180.029.000.000	\$559.76
PAYROLL LIABILITY		1 0		V835231 7/25/2025	290.218.2180.029.000.000	\$3,027.19
PAYROLL LIABILITY		1 0		V835231 7/25/2025	260.218.2180.029.000.000	\$237.40
PAYROLL LIABILITY		1 0		V835231 7/25/2025	258.218.2180.029.000.000	\$331.34

Check #: 0

PO/InvoiceTotal:	\$50,400.80
Vendor Total:	\$50,400.80
Grand Total:	\$50,400.80

End of Report

**MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER**

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Voucher No: 1204

Voucher Date: 07/25/2025

Prepared By: *Hutton Woodland*

Printed: 07/30/2025 03:26:04 PM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$15,180.26 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

*G. V. [Signature]*

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$12,849.74
243	PROFESSIONAL TECHNICAL - STATE	\$68.90
251	TITLE I-A ESEA-IMPROVING BASIC PROGRAMS	\$469.06
253	TITLE I-C ESEA MIGRANT FUND	\$175.06
257	TITLE VI-B IDEA SPECIAL ED FUND	\$662.07
260	MEDICAID	\$46.52
274	Stronger Connections Grant	\$9.84
290	FOOD SERVICE FUND	\$899.07
		<b>\$15,180.26</b>

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1204

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
<b>ID PUBLIC RETIREMENT</b>						
Check Group:						
PAYROLL LIABILITY		1 0		V381133 7/25/2025	100.218.2180.033.000.000	\$34.50
					Check #: 0	
PO/InvoiceTotal:						<u>\$34.50</u>
Vendor Total:						<u>\$34.50</u>
<b>PUBLIC EMP. RETIREMENT SYS</b>						
Check Group:						
PAYROLL LIABILITY		1 0		V825128 7/25/2025	100.218.2180.033.000.000	\$12,815.24
PAYROLL LIABILITY		1 0		V825128 7/25/2025	243.218.2180.033.000.000	\$68.90
PAYROLL LIABILITY		1 0		V825128 7/25/2025	251.218.2180.033.000.000	\$469.06 <sup>35</sup>
PAYROLL LIABILITY		1 0		V825128 7/25/2025	253.218.2180.033.000.000	\$175.06
PAYROLL LIABILITY		1 0		V825128 7/25/2025	257.218.2180.033.000.000	\$662.07
PAYROLL LIABILITY		1 0		V825128 7/25/2025	290.218.2180.033.000.000	\$899.07
PAYROLL LIABILITY		1 0		V825128 7/25/2025	260.218.2180.033.000.000	\$46.52
PAYROLL LIABILITY		1 0		V825128 7/25/2025	274.218.2180.033.000.000	\$9.84
					Check #: 0	
PO/InvoiceTotal:						<u>\$15,145.76</u>
Vendor Total:						<u>\$15,145.76</u>
Grand Total:						<u>\$15,180.26</u>

End of Report

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**MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER**

Voucher No: 1205

Voucher Date: 07/25/2025

Prepared By: *[Signature]*

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MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$1,984.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

*[Signature]*

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$1,897.59
243	PROFESSIONAL TECHNICAL - STATE	\$11.41
251	TITLE I-A ESEA-IMPROVING BASIC PROGRAMS	\$75.00
		<b>\$1,984.00</b>

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1205

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
<b>AMERICAN FIDELITY ASSURANCE</b>						
Check Group:						
PAYROLL LIABILITY		1 0		V409681 7/25/2025	100.218.2180.032.000.000	\$1,897.59
PAYROLL LIABILITY		1 0		V409681 7/25/2025	243.218.2180.032.000.000	\$11.41
PAYROLL LIABILITY		1 0		V409681 7/25/2025	251.218.2180.032.000.000	\$75.00

Check #: 0

PO/InvoiceTotal:	<u>\$1,984.00</u>
Vendor Total:	<u>\$1,984.00</u>
Grand Total:	<u>\$1,984.00</u>

End of Report

37

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# MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1206

Voucher Date: 07/25/2025

Prepared By:

*Handwritten Signature*  
Printed: 07/30/2025 01:55:13 PM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$415,457.69 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

*Handwritten Signature*

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$357,549.85
243	PROFESSIONAL TECHNICAL - STATE	\$1,563.23
251	TITLE I-A ESEA-IMPROVING BASIC PROGRAMS	\$9,356.82
253	TITLE I-C ESEA MIGRANT FUND	\$16,688.17
255	TITLE I-D ESEA NEGLECTED & DELINQUENT CHILDREN	\$1,040.78
257	TITLE VI-B IDEA SPECIAL ED FUND	\$9,325.55
258	TITLE VI-B IDEA PRESCHOOL FUND	\$364.80
260	MEDICAID	\$957.25
261	TITLE IV ESSA - STUDENT SUPPORT & ACADEMIC	\$723.16
270	TITLE III ESEA FED LEP	\$639.08

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**Voucher No:** 1206

**Voucher Date:** 07/25/2025

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<b>Fund</b>		<b>Amount</b>
271	TITLE II-A ESEA IMPROVING TEACHER QUALITY	\$1,987.84
274	Stronger Connections Grant	\$333.54
284	GEAR UP GRANT	\$454.77
290	FOOD SERVICE FUND	\$14,472.85
		<hr/> <b>\$415,457.69</b>

*416,975.48*

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1206

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PUBLIC EMP. RETIREMENT SYS						
Check Group:						
PAYROLL LIABILITY		1 0		V308105 7/25/2025	100.218.2180.024.000.000	\$357,185.76
PAYROLL LIABILITY		1 0		V308105 7/25/2025	243.218.2180.024.000.000	\$1,563.23
PAYROLL LIABILITY		1 0		V308105 7/25/2025	251.218.2180.024.000.000	\$9,356.82
PAYROLL LIABILITY		1 0		V308105 7/25/2025	253.218.2180.024.000.000	\$16,688.17
PAYROLL LIABILITY		1 0		V308105 7/25/2025	255.218.2180.024.000.000	\$1,040.78
PAYROLL LIABILITY		1 0		V308105 7/25/2025	257.218.2180.024.000.000	\$9,325.55 40
PAYROLL LIABILITY		1 0		V308105 7/25/2025	258.218.2180.024.000.000	\$364.80
PAYROLL LIABILITY		1 0		V308105 7/25/2025	270.218.2180.024.000.000	\$639.08
PAYROLL LIABILITY		1 0		V308105 7/25/2025	271.218.2180.024.000.000	\$1,987.84
PAYROLL LIABILITY		1 0		V308105 7/25/2025	290.218.2180.024.000.000	\$14,472.85
PAYROLL LIABILITY		1 0		V308105 7/25/2025	284.218.2180.024.000.000	\$454.77
PAYROLL LIABILITY		1 0		V308105 7/25/2025	260.218.2180.024.000.000	\$957.25
PAYROLL LIABILITY		1 0		V308105 7/25/2025	261.218.2180.024.000.000	\$723.16
PAYROLL LIABILITY		1 0		V308105 7/25/2025	274.218.2180.024.000.000	\$333.54

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1206

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V502396 7/25/2025	100.218.2180.024.000.000	\$404.21
Persi overage		1	0	V545555 7/30/2025	100.632.0210.000.000.001	(\$0.34)
PAYROLL LIABILITY		1	0	V782750 7/25/2025	100.218.2180.024.000.000	(\$920.99)
PAYROLL LIABILITY		1	0	V806659 7/25/2025	100.218.2180.024.000.000	\$364.43
PAYROLL LIABILITY		1	0	V840496 7/25/2025	100.218.2180.024.000.000	\$516.78

Check #: 0

PO/InvoiceTotal:	<u>\$415,457.69</u>
Vendor Total:	<u>\$415,457.69</u>
Grand Total:	<u>\$415,457.69</u>

End of Report

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**MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER**

Voucher No: 1207

Voucher Date: 07/25/2025

Prepared By: *[Signature]*

Printed: 07/30/2025 04:17:45 PM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$6,826.83 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

*[Signature]*

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$5,779.04
243	PROFESSIONAL TECHNICAL - STATE	\$13.82
251	TITLE I-A ESEA-IMPROVING BASIC PROGRAMS	\$113.01
253	TITLE I-C ESEA MIGRANT FUND	\$79.61
255	TITLE I-D ESEA NEGLECTED & DELINQUENT CHILDREN	\$114.14
257	TITLE VI-B IDEA SPECIAL ED FUND	\$85.24
260	MEDICAID	\$55.24
270	TITLE III ESEA FED LEP	\$39.57
290	FOOD SERVICE FUND	\$547.16
		<b>\$6,826.83</b>

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1207      07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
<b>AMERICAN FIDELITY FLEX</b>						
Check Group:						
PAYROLL LIABILITY		1 0		V204717 7/25/2025	255.218.2180.039.000.000	\$114.14
PAYROLL LIABILITY		1 0		V204717 7/25/2025	257.218.2180.039.000.000	\$85.24
PAYROLL LIABILITY		1 0		V204717 7/25/2025	270.218.2180.039.000.000	\$39.57
PAYROLL LIABILITY		1 0		V204717 7/25/2025	290.218.2180.039.000.000	\$127.75
PAYROLL LIABILITY		1 0		V204717 7/25/2025	260.218.2180.039.000.000	\$55.24
PAYROLL LIABILITY		1 0		V204717 7/25/2025	100.218.2180.039.000.000	\$5,779.04 <sub>43</sub>
PAYROLL LIABILITY		1 0		V204717 7/25/2025	243.218.2180.039.000.000	\$13.82
PAYROLL LIABILITY		1 0		V204717 7/25/2025	251.218.2180.039.000.000	\$113.01
PAYROLL LIABILITY		1 0		V204717 7/25/2025	253.218.2180.039.000.000	\$79.61
PAYROLL LIABILITY		1 0		V744403 7/25/2025	290.218.2180.039.000.000	\$419.41

Check #: 0

PO/InvoiceTotal:	<u>\$6,826.83</u>
Vendor Total:	<u>\$6,826.83</u>
Grand Total:	\$6,826.83

End of Report

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**MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER**

Voucher No: 1208

Voucher Date: 07/25/2025

Prepared By: *Hunter [Signature]*

Printed: 07/30/2025 04:20:37 PM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$198.88 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

*[Signature]*

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$198.88
		<b>\$198.88</b>

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1208

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
AMERICAN FAMILY LIFE						
Check Group:						
PAYROLL LIABILITY		1 0		V812805 7/25/2025	100.218.2180.039.000.000	\$198.88

Check #: 0

PO/InvoiceTotal:	<u>\$198.88</u>
Vendor Total:	<u>\$198.88</u>
Grand Total:	\$198.88

End of Report

Delta Dental

**MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER**

Voucher No: 1209

Voucher Date: 07/25/2025

Prepared By: *[Signature]*

Printed: 08/01/2025 11:08:44 AM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$25,225.69 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

*[Signature]*

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$21,056.62
251	TITLE I-A ESEA-IMPROVING BASIC PROGRAMS	\$766.92
253	TITLE I-C ESEA MIGRANT FUND	\$314.45
255	TITLE I-D ESEA NEGLECTED & DELINQUENT CHILDREN	\$44.90
257	TITLE VI-B IDEA SPECIAL ED FUND	\$970.65
258	TITLE VI-B IDEA PRESCHOOL FUND	\$62.78
260	MEDICAID	\$89.75
261	TITLE IV ESSA - STUDENT SUPPORT & ACADEMIC	\$85.27
270	TITLE III ESEA FED LEP	\$75.39
271	TITLE II-A ESEA IMPROVING TEACHER QUALITY	\$176.39

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**Voucher No: 1209**

**Voucher Date: 07/25/2025**

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<b>Fund</b>		<b>Amount</b>
274	Stronger Connections Grant	\$48.29
290	FOOD SERVICE FUND	\$1,534.28
		<hr/> <hr/>
		<b>\$25,225.69</b>

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1209

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
DELTA DENTAL						
Check Group:						
Delta Deducted for next payroll		1 0		V218576 8/1/2025	100.218.2180.026.000.000	(\$222.82)
PAYROLL LIABILITY		1 0		V25488 7/25/2025	100.218.2180.026.000.000	\$21,279.44
PAYROLL LIABILITY		1 0		V25488 7/25/2025	251.218.2180.026.000.000	\$766.92
PAYROLL LIABILITY		1 0		V25488 7/25/2025	253.218.2180.026.000.000	\$314.45
PAYROLL LIABILITY		1 0		V25488 7/25/2025	255.218.2180.026.000.000	\$44.90
PAYROLL LIABILITY		1 0		V25488 7/25/2025	257.218.2180.026.000.000	\$970.65 48
PAYROLL LIABILITY		1 0		V25488 7/25/2025	258.218.2180.026.000.000	\$62.78
PAYROLL LIABILITY		1 0		V25488 7/25/2025	270.218.2180.026.000.000	\$75.39
PAYROLL LIABILITY		1 0		V25488 7/25/2025	271.218.2180.026.000.000	\$176.39
PAYROLL LIABILITY		1 0		V25488 7/25/2025	290.218.2180.026.000.000	\$1,534.28
PAYROLL LIABILITY		1 0		V25488 7/25/2025	260.218.2180.026.000.000	\$89.75
PAYROLL LIABILITY		1 0		V25488 7/25/2025	261.218.2180.026.000.000	\$85.27
PAYROLL LIABILITY		1 0		V25488 7/25/2025	274.218.2180.026.000.000	\$48.29
PAYROLL LIABILITY		1 0		V428396 7/25/2025	100.218.2180.026.000.000	\$77.92

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1209

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V809000 7/25/2025	100.218.2180.026.000.000	(\$77.92)

Check #: 0

PO/InvoiceTotal:	<u>\$25,225.69</u>
Vendor Total:	<u>\$25,225.69</u>
Grand Total:	\$25,225.69

End of Report

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**MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER**

Voucher No: 1210

Voucher Date: 07/25/2025

Prepared By: *[Signature]*

Printed: 08/01/2025 02:09:42 PM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$4,275.64 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

*[Signature]*

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$3,536.10
251	TITLE I-A ESEA-IMPROVING BASIC PROGRAMS	\$127.66
253	TITLE I-C ESEA MIGRANT FUND	\$46.86
255	TITLE I-D ESEA NEGLECTED & DELINQUENT CHILDREN	\$5.76
257	TITLE VI-B IDEA SPECIAL ED FUND	\$163.49
258	TITLE VI-B IDEA PRESCHOOL FUND	\$8.05
260	MEDICAID	\$16.63
261	TITLE IV ESSA - STUDENT SUPPORT & ACADEMIC	\$9.27
270	TITLE III ESEA FED LEP	\$4.95
271	TITLE II-A ESEA IMPROVING TEACHER QUALITY	\$28.17

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**Voucher No: 1210**

**Voucher Date: 07/25/2025**

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<b>Fund</b>		<b>Amount</b>
274	Stronger Connections Grant	\$6.19
290	FOOD SERVICE FUND	\$322.51
		<hr/> <hr/>
		<b>\$4,275.64</b>

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1210

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
AMERITAS GROUP ADMINISTRATION						
Check Group:						
Double pay for retirees for next month		1 0		V201048 8/1/2025	100.218.2180.028.000.000	(\$30.97)
PAYROLL LIABILITY		1 0		V460156 7/25/2025	100.218.2180.028.000.000	(\$6.19)
PAYROLL LIABILITY		1 0		V820063 7/25/2025	100.218.2180.028.000.000	\$6.19
PAYROLL LIABILITY		1 0		V901389 7/25/2025	100.218.2180.028.000.000	\$3,567.07
PAYROLL LIABILITY		1 0		V901389 7/25/2025	251.218.2180.028.000.000	\$127.66
PAYROLL LIABILITY		1 0		V901389 7/25/2025	253.218.2180.028.000.000	\$46.86 52
PAYROLL LIABILITY		1 0		V901389 7/25/2025	255.218.2180.028.000.000	\$5.76
PAYROLL LIABILITY		1 0		V901389 7/25/2025	257.218.2180.028.000.000	\$163.49
PAYROLL LIABILITY		1 0		V901389 7/25/2025	258.218.2180.028.000.000	\$8.05
PAYROLL LIABILITY		1 0		V901389 7/25/2025	270.218.2180.028.000.000	\$4.95
PAYROLL LIABILITY		1 0		V901389 7/25/2025	271.218.2180.028.000.000	\$28.17
PAYROLL LIABILITY		1 0		V901389 7/25/2025	290.218.2180.028.000.000	\$322.51
PAYROLL LIABILITY		1 0		V901389 7/25/2025	260.218.2180.028.000.000	\$16.63
PAYROLL LIABILITY		1 0		V901389 7/25/2025	261.218.2180.028.000.000	\$9.27

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1210

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V901389 7/25/2025	274.218.2180.028.000.000	\$6.19

Check #: 0

PO/InvoiceTotal:	<u>\$4,275.64</u>
Vendor Total:	<u>\$4,275.64</u>
Grand Total:	<u>\$4,275.64</u>

End of Report

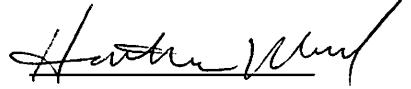
Washington  
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# MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1211

Voucher Date: 07/25/2025

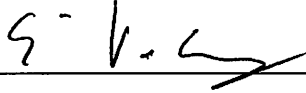
Prepared By:



Printed: 08/01/2025 03:31:40 PM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$12,066.23 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$10,296.65
243	PROFESSIONAL TECHNICAL - STATE	\$28.48
251	TITLE I-A ESEA-IMPROVING BASIC PROGRAMS	\$572.45
253	TITLE I-C ESEA MIGRANT FUND	\$9.08
257	TITLE VI-B IDEA SPECIAL ED FUND	\$320.42
260	MEDICAID	\$13.22
271	TITLE II-A ESEA IMPROVING TEACHER QUALITY	\$117.22
290	FOOD SERVICE FUND	\$708.71
		<b>\$12,066.23</b>

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1211

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
WASHINGTON NATIONAL INS CO						
Check Group:						
shorted Clancy Sayers deduction		1 0		V440327 8/1/2025	100.218.2180.039.000.000	\$16.98
PAYROLL LIABILITY		1 0		V533199 7/25/2025	100.218.2180.039.000.000	\$10,279.67
PAYROLL LIABILITY		1 0		V533199 7/25/2025	243.218.2180.039.000.000	\$28.48
PAYROLL LIABILITY		1 0		V533199 7/25/2025	251.218.2180.039.000.000	\$572.45
PAYROLL LIABILITY		1 0		V533199 7/25/2025	253.218.2180.039.000.000	\$9.08
PAYROLL LIABILITY		1 0		V533199 7/25/2025	257.218.2180.039.000.000	\$320.42
PAYROLL LIABILITY		1 0		V533199 7/25/2025	271.218.2180.039.000.000	\$117.22
PAYROLL LIABILITY		1 0		V533199 7/25/2025	290.218.2180.039.000.000	\$708.71
PAYROLL LIABILITY		1 0		V533199 7/25/2025	260.218.2180.039.000.000	\$13.22

Check #: 0

PO/InvoiceTotal:	<u>\$12,066.23</u>
Vendor Total:	<u>\$12,066.23</u>
Grand Total:	\$12,066.23

End of Report

Usable

List Bill

# MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1212

Voucher Date: 07/25/2025

Prepared By: *Justin Wendt*

Printed: 08/01/2025 03:56:09 PM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$3,408.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

*S. V. S.*

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$3,029.30
243	PROFESSIONAL TECHNICAL - STATE	\$9.49
251	TITLE I-A ESEA-IMPROVING BASIC PROGRAMS	\$64.13
253	TITLE I-C ESEA MIGRANT FUND	\$18.24
257	TITLE VI-B IDEA SPECIAL ED FUND	\$53.10
258	TITLE VI-B IDEA PRESCHOOL FUND	\$5.07
260	MEDICAID	\$5.62
261	TITLE IV ESSA - STUDENT SUPPORT & ACADEMIC	\$1.05
270	TITLE III ESEA FED LEP	\$3.24
271	TITLE II-A ESEA IMPROVING TEACHER QUALITY	\$15.11
290	FOOD SERVICE FUND	\$203.65

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**Voucher No: 1212**

**Voucher Date: 07/25/2025**

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**Fund**

**Amount**

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**\$3,408.00**

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1212

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
USABLE LIFE						
Check Group:						
PAYROLL LIABILITY		1 0		V561336 7/25/2025	100.218.2180.039.000.000	\$795.93
PAYROLL LIABILITY		1 0		V561336 7/25/2025	243.218.2180.039.000.000	\$3.20
PAYROLL LIABILITY		1 0		V561336 7/25/2025	251.218.2180.039.000.000	\$9.70
PAYROLL LIABILITY		1 0		V561336 7/25/2025	253.218.2180.039.000.000	\$10.08
PAYROLL LIABILITY		1 0		V561336 7/25/2025	257.218.2180.039.000.000	\$19.10
PAYROLL LIABILITY		1 0		V561336 7/25/2025	270.218.2180.039.000.000	\$2.16 58
PAYROLL LIABILITY		1 0		V561336 7/25/2025	271.218.2180.039.000.000	\$6.10
PAYROLL LIABILITY		1 0		V561336 7/25/2025	290.218.2180.039.000.000	\$61.13
PAYROLL LIABILITY		1 0		V630498 7/25/2025	100.218.2180.039.000.000	\$65.20
PAYROLL LIABILITY		1 0		V630498 7/25/2025	243.218.2180.039.000.000	\$0.05
PAYROLL LIABILITY		1 0		V630498 7/25/2025	251.218.2180.039.000.000	\$3.81
PAYROLL LIABILITY		1 0		V630498 7/25/2025	253.218.2180.039.000.000	\$1.12
PAYROLL LIABILITY		1 0		V630498 7/25/2025	257.218.2180.039.000.000	\$2.34
PAYROLL LIABILITY		1 0		V630498 7/25/2025	271.218.2180.039.000.000	\$1.12

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1212

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V630498 7/25/2025	290.218.2180.039.000.000	\$4.52
PAYROLL LIABILITY		1	0	V666544 7/25/2025	100.218.2180.039.000.000	\$2,168.17
PAYROLL LIABILITY		1	0	V666544 7/25/2025	243.218.2180.039.000.000	\$6.24
PAYROLL LIABILITY		1	0	V666544 7/25/2025	251.218.2180.039.000.000	\$50.62
PAYROLL LIABILITY		1	0	V666544 7/25/2025	253.218.2180.039.000.000	\$7.04
PAYROLL LIABILITY		1	0	V666544 7/25/2025	257.218.2180.039.000.000	\$31.66
PAYROLL LIABILITY		1	0	V666544 7/25/2025	258.218.2180.039.000.000	\$5.07 59
PAYROLL LIABILITY		1	0	V666544 7/25/2025	270.218.2180.039.000.000	\$1.08
PAYROLL LIABILITY		1	0	V666544 7/25/2025	271.218.2180.039.000.000	\$7.89
PAYROLL LIABILITY		1	0	V666544 7/25/2025	290.218.2180.039.000.000	\$138.00
PAYROLL LIABILITY		1	0	V666544 7/25/2025	260.218.2180.039.000.000	\$5.62
PAYROLL LIABILITY		1	0	V666544 7/25/2025	261.218.2180.039.000.000	\$1.05

Check #: 0

PO/InvoiceTotal:	<u>\$3,408.00</u>
Vendor Total:	<u>\$3,408.00</u>
Grand Total:	<u>\$3,408.00</u>

End of Report

Usable  
Basic

# MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1213

Voucher Date: 07/25/2025

Prepared By: *Hunter Wood*

Printed: 08/01/2025 03:48:32 PM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$4,206.93 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

*S. V. C.*

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$3,431.14
243	PROFESSIONAL TECHNICAL - STATE	\$0.51
251	TITLE I-A ESEA-IMPROVING BASIC PROGRAMS	\$128.48
253	TITLE I-C ESEA MIGRANT FUND	\$54.91
255	TITLE I-D ESEA NEGLECTED & DELINQUENT CHILDREN	\$8.51
257	TITLE VI-B IDEA SPECIAL ED FUND	\$206.37
258	TITLE VI-B IDEA PRESCHOOL FUND	\$2.75
260	MEDICAID	\$27.64
261	TITLE IV ESSA - STUDENT SUPPORT & ACADEMIC	\$6.40
270	TITLE III ESEA FED LEP	\$7.31

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**Voucher No: 1213**

**Voucher Date: 07/25/2025**

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<b>Fund</b>		<b>Amount</b>
271	TITLE II-A ESEA IMPROVING TEACHER QUALITY	\$19.49
274	Stronger Connections Grant	\$9.15
284	GEAR UP GRANT	\$9.15
290	FOOD SERVICE FUND	\$295.12
		<hr/> <hr/> <b>\$4,206.93</b>

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1213

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
USABLE LIFE						
Check Group:						
PAYROLL LIABILITY		1 0		V387199 7/25/2025	100.218.2180.027.000.000	\$9.15
PAYROLL LIABILITY		1 0		V521530 7/25/2025	260.218.2180.027.000.000	\$27.64
PAYROLL LIABILITY		1 0		V521530 7/25/2025	261.218.2180.027.000.000	\$6.40
PAYROLL LIABILITY		1 0		V521530 7/25/2025	274.218.2180.027.000.000	\$9.15
PAYROLL LIABILITY		1 0		V521530 7/25/2025	100.218.2180.027.000.000	\$3,431.14
PAYROLL LIABILITY		1 0		V521530 7/25/2025	243.218.2180.027.000.000	\$0.51 62
PAYROLL LIABILITY		1 0		V521530 7/25/2025	251.218.2180.027.000.000	\$128.48
PAYROLL LIABILITY		1 0		V521530 7/25/2025	253.218.2180.027.000.000	\$54.91
PAYROLL LIABILITY		1 0		V521530 7/25/2025	255.218.2180.027.000.000	\$8.51
PAYROLL LIABILITY		1 0		V521530 7/25/2025	257.218.2180.027.000.000	\$206.37
PAYROLL LIABILITY		1 0		V521530 7/25/2025	258.218.2180.027.000.000	\$2.75
PAYROLL LIABILITY		1 0		V521530 7/25/2025	270.218.2180.027.000.000	\$7.31
PAYROLL LIABILITY		1 0		V521530 7/25/2025	271.218.2180.027.000.000	\$19.49
PAYROLL LIABILITY		1 0		V521530 7/25/2025	290.218.2180.027.000.000	\$295.12

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1213

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V521530 7/25/2025	284.218.2180.027.000.000	\$9.15
PAYROLL LIABILITY		1	0	V720432 7/25/2025	100.218.2180.027.000.000	(\$9.15)

Check #: 0

PO/InvoiceTotal:	<u>\$4,206.93</u>
Vendor Total:	<u>\$4,206.93</u>
Grand Total:	\$4,206.93

End of Report

AF  
Product

# MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1214

Voucher Date: 07/25/2025

Prepared By:

*Hanna Wood*  
Printed: 08/01/2025 05:25:04 PM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$40,207.67 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

*C. Vasey*

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$34,942.88
243	PROFESSIONAL TECHNICAL - STATE	\$63.52
251	TITLE I-A ESEA-IMPROVING BASIC PROGRAMS	\$1,341.63
253	TITLE I-C ESEA MIGRANT FUND	\$172.68
255	TITLE I-D ESEA NEGLECTED & DELINQUENT CHILDREN	\$118.25
257	TITLE VI-B IDEA SPECIAL ED FUND	\$1,044.35
258	TITLE VI-B IDEA PRESCHOOL FUND	\$59.90
260	MEDICAID	\$145.46
261	TITLE IV ESSA - STUDENT SUPPORT & ACADEMIC	\$80.46
270	TITLE III ESEA FED LEP	\$54.10

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**Voucher No: 1214**

**Voucher Date: 07/25/2025**

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<b>Fund</b>		<b>Amount</b>
271	TITLE II-A ESEA IMPROVING TEACHER QUALITY	\$215.80
274	Stronger Connections Grant	\$39.22
284	GEAR UP GRANT	\$59.90
290	FOOD SERVICE FUND	\$1,869.52
		<hr/> <hr/>
		<b>\$40,207.67</b>

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1214

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
<b>AMERICAN FIDELITY</b>						
Check Group:						
PAYROLL LIABILITY		1 0		V162415 7/25/2025	100.218.2180.039.000.000	\$120.33
PAYROLL LIABILITY		1 0		V162415 7/25/2025	271.218.2180.039.000.000	\$3.89
PAYROLL LIABILITY		1 0		V179478 7/25/2025	100.218.2180.039.000.000	(\$41.90)
PAYROLL LIABILITY		1 0		V239508 7/25/2025	100.218.2180.039.000.000	\$41.90
PAYROLL LIABILITY		1 0		V318169 7/25/2025	100.218.2180.039.000.000	\$3,981.43
PAYROLL LIABILITY		1 0		V318169 7/25/2025	243.218.2180.039.000.000	\$7.00 66
PAYROLL LIABILITY		1 0		V318169 7/25/2025	251.218.2180.039.000.000	\$80.90
PAYROLL LIABILITY		1 0		V318169 7/25/2025	253.218.2180.039.000.000	\$48.69
PAYROLL LIABILITY		1 0		V318169 7/25/2025	255.218.2180.039.000.000	\$8.46
PAYROLL LIABILITY		1 0		V318169 7/25/2025	257.218.2180.039.000.000	\$88.21
PAYROLL LIABILITY		1 0		V318169 7/25/2025	270.218.2180.039.000.000	\$21.69
PAYROLL LIABILITY		1 0		V318169 7/25/2025	290.218.2180.039.000.000	\$376.21
PAYROLL LIABILITY		1 0		V318169 7/25/2025	260.218.2180.039.000.000	\$12.28
PAYROLL LIABILITY		1 0		V318169 7/25/2025	261.218.2180.039.000.000	\$70.28

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1214

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V350090 7/25/2025	100.218.2180.039.000.000	\$306.30
PAYROLL LIABILITY		1	0	V40255 7/25/2025	251.218.2180.039.000.000	\$220.87
PAYROLL LIABILITY		1	0	V40255 7/25/2025	290.218.2180.039.000.000	\$262.70
PAYROLL LIABILITY		1	0	V40255 7/25/2025	100.218.2180.039.000.000	\$6,147.02
PAYROLL LIABILITY		1	0	V40255 7/25/2025	243.218.2180.039.000.000	\$5.32
PAYROLL LIABILITY		1	0	V40255 7/25/2025	253.218.2180.039.000.000	\$10.02
PAYROLL LIABILITY		1	0	V40255 7/25/2025	255.218.2180.039.000.000	\$21.85
PAYROLL LIABILITY		1	0	V40255 7/25/2025	257.218.2180.039.000.000	\$242.79
PAYROLL LIABILITY		1	0	V40255 7/25/2025	271.218.2180.039.000.000	\$73.80
PAYROLL LIABILITY		1	0	V40255 7/25/2025	260.218.2180.039.000.000	\$39.13
PAYROLL LIABILITY		1	0	V424202 7/25/2025	100.218.2180.039.000.000	\$7,742.85
PAYROLL LIABILITY		1	0	V424202 7/25/2025	243.218.2180.039.000.000	\$30.16
PAYROLL LIABILITY		1	0	V424202 7/25/2025	251.218.2180.039.000.000	\$457.60
PAYROLL LIABILITY		1	0	V424202 7/25/2025	253.218.2180.039.000.000	\$8.88
PAYROLL LIABILITY		1	0	V424202 7/25/2025	255.218.2180.039.000.000	\$36.26

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1214

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V424202 7/25/2025	257.218.2180.039.000.000	\$227.23
PAYROLL LIABILITY		1	0	V424202 7/25/2025	271.218.2180.039.000.000	\$36.30
PAYROLL LIABILITY		1	0	V424202 7/25/2025	290.218.2180.039.000.000	\$239.60
PAYROLL LIABILITY		1	0	V424202 7/25/2025	260.218.2180.039.000.000	\$27.00
PAYROLL LIABILITY		1	0	V424202 7/25/2025	274.218.2180.039.000.000	\$7.72
PAYROLL LIABILITY		1	0	V563419 7/25/2025	100.218.2180.039.000.000	\$7,627.67
PAYROLL LIABILITY		1	0	V563419 7/25/2025	251.218.2180.039.000.000	\$266.90
PAYROLL LIABILITY		1	0	V563419 7/25/2025	253.218.2180.039.000.000	\$39.25
PAYROLL LIABILITY		1	0	V563419 7/25/2025	255.218.2180.039.000.000	\$38.12
PAYROLL LIABILITY		1	0	V563419 7/25/2025	257.218.2180.039.000.000	\$313.97
PAYROLL LIABILITY		1	0	V563419 7/25/2025	258.218.2180.039.000.000	\$59.90
PAYROLL LIABILITY		1	0	V563419 7/25/2025	243.218.2180.039.000.000	\$9.08
PAYROLL LIABILITY		1	0	V563419 7/25/2025	270.218.2180.039.000.000	\$22.89
PAYROLL LIABILITY		1	0	V563419 7/25/2025	271.218.2180.039.000.000	\$59.90
PAYROLL LIABILITY		1	0	V563419 7/25/2025	290.218.2180.039.000.000	\$589.80

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1214

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V563419 7/25/2025	284.218.2180.039.000.000	\$59.90
PAYROLL LIABILITY		1	0	V563419 7/25/2025	260.218.2180.039.000.000	\$21.92
PAYROLL LIABILITY		1	0	V563419 7/25/2025	274.218.2180.039.000.000	\$31.50
PAYROLL LIABILITY		1	0	V600986 7/25/2025	100.218.2180.039.000.000	\$984.51
PAYROLL LIABILITY		1	0	V600986 7/25/2025	243.218.2180.039.000.000	\$0.97
PAYROLL LIABILITY		1	0	V600986 7/25/2025	251.218.2180.039.000.000	\$17.80
PAYROLL LIABILITY		1	0	V600986 7/25/2025	255.218.2180.039.000.000	\$2.98 69
PAYROLL LIABILITY		1	0	V600986 7/25/2025	257.218.2180.039.000.000	\$18.48
PAYROLL LIABILITY		1	0	V600986 7/25/2025	271.218.2180.039.000.000	\$28.00
PAYROLL LIABILITY		1	0	V600986 7/25/2025	290.218.2180.039.000.000	\$27.10
PAYROLL LIABILITY		1	0	V600986 7/25/2025	260.218.2180.039.000.000	\$1.66
PAYROLL LIABILITY		1	0	V671331 7/25/2025	100.218.2180.039.000.000	\$2,153.73
PAYROLL LIABILITY		1	0	V671331 7/25/2025	243.218.2180.039.000.000	\$2.29
PAYROLL LIABILITY		1	0	V671331 7/25/2025	253.218.2180.039.000.000	\$22.22
PAYROLL LIABILITY		1	0	V671331 7/25/2025	257.218.2180.039.000.000	\$60.94

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1214

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V671331 7/25/2025	270.218.2180.039.000.000	\$9.52
PAYROLL LIABILITY		1	0	V671331 7/25/2025	271.218.2180.039.000.000	\$13.91
PAYROLL LIABILITY		1	0	V671331 7/25/2025	290.218.2180.039.000.000	\$33.35
PAYROLL LIABILITY		1	0	V671331 7/25/2025	260.218.2180.039.000.000	\$28.95
term people's policies cancelled		1	0	V781922 8/1/2025	100.218.2180.039.000.000	(\$233.70)
PAYROLL LIABILITY		1	0	V806552 7/25/2025	100.218.2180.039.000.000	\$2,950.38
PAYROLL LIABILITY		1	0	V806552 7/25/2025	243.218.2180.039.000.000	\$4.28 70
PAYROLL LIABILITY		1	0	V806552 7/25/2025	251.218.2180.039.000.000	\$86.32
PAYROLL LIABILITY		1	0	V806552 7/25/2025	257.218.2180.039.000.000	\$27.68
PAYROLL LIABILITY		1	0	V806552 7/25/2025	290.218.2180.039.000.000	\$118.72
PAYROLL LIABILITY		1	0	V806552 7/25/2025	260.218.2180.039.000.000	\$6.92
PAYROLL LIABILITY		1	0	V806552 7/25/2025	261.218.2180.039.000.000	\$10.18
PAYROLL LIABILITY		1	0	V872423 7/25/2025	100.218.2180.039.000.000	\$1,557.13
PAYROLL LIABILITY		1	0	V872423 7/25/2025	243.218.2180.039.000.000	\$1.94
PAYROLL LIABILITY		1	0	V872423 7/25/2025	251.218.2180.039.000.000	\$41.34

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1214

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V872423 7/25/2025	253.218.2180.039.000.000	\$7.45
PAYROLL LIABILITY		1	0	V872423 7/25/2025	255.218.2180.039.000.000	\$10.58
PAYROLL LIABILITY		1	0	V872423 7/25/2025	257.218.2180.039.000.000	\$6.02
PAYROLL LIABILITY		1	0	V872423 7/25/2025	290.218.2180.039.000.000	\$77.34
PAYROLL LIABILITY		1	0	V984118 7/25/2025	100.218.2180.039.000.000	\$1,605.23
PAYROLL LIABILITY		1	0	V984118 7/25/2025	243.218.2180.039.000.000	\$2.48
PAYROLL LIABILITY		1	0	V984118 7/25/2025	251.218.2180.039.000.000	\$169.90
PAYROLL LIABILITY		1	0	V984118 7/25/2025	253.218.2180.039.000.000	\$36.17
PAYROLL LIABILITY		1	0	V984118 7/25/2025	257.218.2180.039.000.000	\$59.03
PAYROLL LIABILITY		1	0	V984118 7/25/2025	290.218.2180.039.000.000	\$144.70
PAYROLL LIABILITY		1	0	V984118 7/25/2025	260.218.2180.039.000.000	\$7.60

Check #: 0

PO/Invoice Total:	<u>\$40,207.67</u>
Vendor Total:	<u>\$40,207.67</u>
Grand Total:	\$40,207.67

End of Report

Blue  
CLASS

# MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1216

Voucher Date: 07/25/2025

Prepared By:

*Hudson Wood*

Printed: 08/01/2025 05:37:28 PM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$435,834.73 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

*G. V. Z*

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$360,314.06
251	TITLE I-A ESEA-IMPROVING BASIC PROGRAMS	\$11,349.35
253	TITLE I-C ESEA MIGRANT FUND	\$6,347.09
255	TITLE I-D ESEA NEGLECTED & DELINQUENT CHILDREN	\$916.71
257	TITLE VI-B IDEA SPECIAL ED FUND	\$20,525.43
258	TITLE VI-B IDEA PRESCHOOL FUND	\$947.96
260	MEDICAID	\$2,477.09
261	TITLE IV ESSA - STUDENT SUPPORT & ACADEMIC	\$690.13
270	TITLE III ESEA FED LEP	\$788.72
271	TITLE II-A ESEA IMPROVING TEACHER QUALITY	\$2,096.08

---

**Voucher No: 1216**

**Voucher Date: 07/25/2025**

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<b>Fund</b>		<b>Amount</b>
274	Stronger Connections Grant	\$985.90
290	FOOD SERVICE FUND	\$28,396.21
		<hr/> <hr/>
		<b>\$435,834.73</b>

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1216

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
<b>BLUE CROSS OF IDAHO</b>						
Check Group:						
PAYROLL LIABILITY		1 0		V163462 7/25/2025	100.218.2180.025.000.000	(\$0.50)
PAYROLL LIABILITY		1 0		V298447 7/25/2025	100.218.2180.025.000.000	\$0.50
PAYROLL LIABILITY		1 0		V469425 7/25/2025	100.218.2180.025.000.000	\$985.40
PAYROLL LIABILITY		1 0		V482238 7/25/2025	100.218.2180.025.000.000	\$3,997.87
PAYROLL LIABILITY		1 0		V482238 7/25/2025	251.218.2180.025.000.000	\$52.40
PAYROLL LIABILITY		1 0		V482238 7/25/2025	253.218.2180.025.000.000	\$132.25 74
PAYROLL LIABILITY		1 0		V482238 7/25/2025	257.218.2180.025.000.000	\$302.19
PAYROLL LIABILITY		1 0		V482238 7/25/2025	290.218.2180.025.000.000	\$852.37
PAYROLL LIABILITY		1 0		V482238 7/25/2025	260.218.2180.025.000.000	\$60.25
PAYROLL LIABILITY		1 0		V582570 7/25/2025	100.218.2180.025.000.000	(\$985.40)
PAYROLL LIABILITY		1 0		V768969 7/25/2025	260.218.2180.025.000.000	\$655.83
PAYROLL LIABILITY		1 0		V768969 7/25/2025	100.218.2180.025.000.000	\$118,423.59
PAYROLL LIABILITY		1 0		V768969 7/25/2025	251.218.2180.025.000.000	\$2,914.80
PAYROLL LIABILITY		1 0		V768969 7/25/2025	253.218.2180.025.000.000	\$3,452.74

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1216

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V768969 7/25/2025	257.218.2180.025.000.000	\$5,269.26
PAYROLL LIABILITY		1	0	V768969 7/25/2025	258.218.2180.025.000.000	\$947.31
PAYROLL LIABILITY		1	0	V768969 7/25/2025	271.218.2180.025.000.000	\$1,966.90
PAYROLL LIABILITY		1	0	V768969 7/25/2025	290.218.2180.025.000.000	\$7,820.82
PAYROLL LIABILITY		1	0	V870426 7/25/2025	100.218.2180.025.000.000	\$177.34
PAYROLL LIABILITY		1	0	V870426 7/25/2025	251.218.2180.025.000.000	\$6.25
PAYROLL LIABILITY		1	0	V870426 7/25/2025	253.218.2180.025.000.000	\$3.00 75
PAYROLL LIABILITY		1	0	V870426 7/25/2025	255.218.2180.025.000.000	\$0.46
PAYROLL LIABILITY		1	0	V870426 7/25/2025	257.218.2180.025.000.000	\$11.11
PAYROLL LIABILITY		1	0	V870426 7/25/2025	258.218.2180.025.000.000	\$0.65
PAYROLL LIABILITY		1	0	V870426 7/25/2025	270.218.2180.025.000.000	\$0.40
PAYROLL LIABILITY		1	0	V870426 7/25/2025	271.218.2180.025.000.000	\$1.07
PAYROLL LIABILITY		1	0	V870426 7/25/2025	290.218.2180.025.000.000	\$15.02
PAYROLL LIABILITY		1	0	V870426 7/25/2025	260.218.2180.025.000.000	\$1.35
PAYROLL LIABILITY		1	0	V870426 7/25/2025	261.218.2180.025.000.000	\$0.35

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1216

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PAYROLL LIABILITY		1	0	V870426 7/25/2025	274.218.2180.025.000.000	\$0.50
PAYROLL LIABILITY		1	0	V971346 7/25/2025	100.218.2180.025.000.000	\$237,715.26
PAYROLL LIABILITY		1	0	V971346 7/25/2025	251.218.2180.025.000.000	\$8,375.90
PAYROLL LIABILITY		1	0	V971346 7/25/2025	253.218.2180.025.000.000	\$2,759.10
PAYROLL LIABILITY		1	0	V971346 7/25/2025	255.218.2180.025.000.000	\$916.25
PAYROLL LIABILITY		1	0	V971346 7/25/2025	257.218.2180.025.000.000	\$14,942.87
PAYROLL LIABILITY		1	0	V971346 7/25/2025	270.218.2180.025.000.000	\$788.32
PAYROLL LIABILITY		1	0	V971346 7/25/2025	271.218.2180.025.000.000	\$128.11
PAYROLL LIABILITY		1	0	V971346 7/25/2025	290.218.2180.025.000.000	\$19,708.00
PAYROLL LIABILITY		1	0	V971346 7/25/2025	260.218.2180.025.000.000	\$1,759.66
PAYROLL LIABILITY		1	0	V971346 7/25/2025	261.218.2180.025.000.000	\$689.78
PAYROLL LIABILITY		1	0	V971346 7/25/2025	274.218.2180.025.000.000	\$985.40

Check #: 0

PO/InvoiceTotal:	<u>\$435,834.73</u>
Vendor Total:	<u>\$435,834.73</u>
Grand Total:	<u>\$435,834.73</u>

End of Report

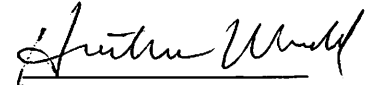
Prime  
Pay?

# MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1217

Voucher Date: 07/25/2025

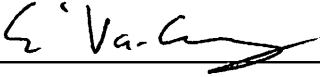
Prepared By:



Printed: 08/01/2025 05:27:15 PM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$326.33 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$272.38
251	TITLE I-A ESEA-IMPROVING BASIC PROGRAMS	\$9.86
253	TITLE I-C ESEA MIGRANT FUND	\$4.10
255	TITLE I-D ESEA NEGLECTED & DELINQUENT CHILDREN	\$0.63
257	TITLE VI-B IDEA SPECIAL ED FUND	\$13.78
258	TITLE VI-B IDEA PRESCHOOL FUND	\$0.88
260	MEDICAID	\$1.83
261	TITLE IV ESSA - STUDENT SUPPORT & ACADEMIC	\$0.48
270	TITLE III ESEA FED LEP	\$0.54
271	TITLE II-A ESEA IMPROVING TEACHER QUALITY	\$1.45

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**Voucher No: 1217**

**Voucher Date: 07/25/2025**

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<b>Fund</b>		<b>Amount</b>
274	Stronger Connections Grant	\$0.68
290	FOOD SERVICE FUND	\$19.72
		<hr/> <hr/> <b>\$326.33</b>

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1217

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
PRIMEPAY, LLC						
Check Group:						
to make up for amount owed		1	0	V131139 8/1/2025	100.218.2180.025.000.000	\$25.09
PAYROLL LIABILITY		1	0	V354643 7/25/2025	100.218.2180.025.000.000	\$247.29
PAYROLL LIABILITY		1	0	V354643 7/25/2025	251.218.2180.025.000.000	\$9.86
PAYROLL LIABILITY		1	0	V354643 7/25/2025	253.218.2180.025.000.000	\$4.10
PAYROLL LIABILITY		1	0	V354643 7/25/2025	255.218.2180.025.000.000	\$0.63
PAYROLL LIABILITY		1	0	V354643 7/25/2025	257.218.2180.025.000.000	\$13.78
PAYROLL LIABILITY		1	0	V354643 7/25/2025	258.218.2180.025.000.000	\$0.88
PAYROLL LIABILITY		1	0	V354643 7/25/2025	270.218.2180.025.000.000	\$0.54
PAYROLL LIABILITY		1	0	V354643 7/25/2025	271.218.2180.025.000.000	\$1.45
PAYROLL LIABILITY		1	0	V354643 7/25/2025	290.218.2180.025.000.000	\$19.72
PAYROLL LIABILITY		1	0	V354643 7/25/2025	260.218.2180.025.000.000	\$1.83
PAYROLL LIABILITY		1	0	V354643 7/25/2025	261.218.2180.025.000.000	\$0.48
PAYROLL LIABILITY		1	0	V354643 7/25/2025	274.218.2180.025.000.000	\$0.68

Check #: 0

PO/InvoiceTotal:                      \$326.33

Vendor Total:                      \$326.33

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 1217

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						Grand Total: \$326.33

End of Report

Pay 12.4  
Jen E  
Gonzalez  
Redo

# MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1218

Voucher Date: 07/25/2025

Prepared By:

*Helen W...*  
Printed: 07/25/2025 10:13:39 AM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$1,798.69 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

*G. V. ...*

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund	Amount
100 GENERAL FUND	\$1,798.69
	<b>\$1,798.69</b>

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1218      07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
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D.L. EVANS BANK

Check Group:

DIRECT DEPOSIT

1 0

V495629  
7/25/2025

100.217.2170.000.000.000

\$1,798.69

Check #: 0

PO/InvoiceTotal:	\$1,798.69
Vendor Total:	\$1,798.69
Grand Total:	\$1,798.69

End of Report

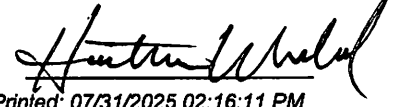
9441  
Qu 2  
2025  
Extra

**MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER**

Voucher No: 1219

Voucher Date: 07/31/2025

Prepared By:



Printed: 07/31/2025 02:16:11 PM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$91.95 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

  
\_\_\_\_\_

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$91.95
		<b>\$91.95</b>

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1219      07/31/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
FEDERAL RESERVE BANK CHICAGO						
Check Group:						
Extra for 941 Qu2/2025 taxes		1 0		V527264 7/31/2025	100.218.2180.022.000.000	\$91.95

Check #: 0

PO/Invoice Total:	<u>\$91.95</u>
Vendor Total:	<u>\$91.95</u>
Grand Total:	<u>\$91.95</u>

End of Report

941  
Tax  
Penalty

**MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER**

Voucher No: 1220

Voucher Date: 07/25/2025

Prepared By: *[Signature]*  
Printed: 08/01/2025 11:48:39 AM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$30.75 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

*[Signature]*

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund	Amount
100 GENERAL FUND	\$30.75
	<b>\$30.75</b>

*did not transfer*

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1220

07/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
IRS-OGDEN						
Check Group:						
penalty for March 31 2024		1 0		V374365 8/1/2025	100.218.2180.022.000.000	\$30.75
					Check #: 0	
PO/InvoiceTotal:						<u>\$30.75</u>
Vendor Total:						<u>\$30.75</u>
Grand Total:						<u>\$30.75</u>

End of Report

Dale Lewis

# MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 1221

Voucher Date: 06/25/2025

Prepared By:

*[Signature]*  
Printed: 08/04/2025 11:30:55 AM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$3,435.95 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

*[Signature]*

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund	Amount
100 GENERAL FUND	\$3,435.95
	<b>\$3,435.95</b>

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 1221

06/25/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
<b>LEWIS, DALE DEE</b>						
Check Group:						
Dale Lewis new direct Deposit debaucle		1 0		V276774 6/25/2025	100.517.0110.110.000.492	\$3,435.95

Check #: 0

PO/InvoiceTotal:	<u>\$3,435.95</u>
Vendor Total:	<u>\$3,435.95</u>
Grand Total:	\$3,435.95

End of Report

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# MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 2603

Voucher Date: 06/30/2025

Prepared By: Tori Aragon

Printed: 07/22/2025 12:47:44 PM

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MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$9,947.06 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



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\_\_\_\_\_  
SPENCER LARSEN Superintendent

\_\_\_\_\_  
RUSS SUCHAN Chair

\_\_\_\_\_  
MARY ANDERSON Vice Chair

\_\_\_\_\_  
JUAN PEREZ Board Member

\_\_\_\_\_  
JACOB CLARIDGE Board Member

\_\_\_\_\_  
RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

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Fund		Amount
100	GENERAL FUND	\$294.06
290	FOOD SERVICE FUND	\$9,653.00
		<hr/> <hr/>
		\$9,947.06

MINIDOKA COUNTY SCHOOL DISTRICT #331

Check Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: Accounts Payable 94005043

From Date: 6/30/2025

To Date: 6/30/2025

From Check: 8718

To Check: 8721

From Voucher: 2603

To Voucher: 2603

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
8718	06/30/2025	CHARLIE'S PRODUCE	\$1,441.20	2603	Printed	Expense	<input type="checkbox"/>		
8719	06/30/2025	DEAN DAIRY COPRORATE, LLC	\$5,311.80	2603	Printed	Expense	<input type="checkbox"/>		
8720	06/30/2025	GOOD SOURCE SOLUTIONS, INC	\$2,900.00	2603	Printed	Expense	<input type="checkbox"/>		
8721	06/30/2025	JOSTENS	\$294.06	2603	Printed	Expense	<input type="checkbox"/>		

Total Amount: \$9,947.06

End of Report

# MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 2602

Voucher Date: 06/30/2025

Prepared By: Tori Aragon

Printed: 07/22/2025 08:36:52 AM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$29,107.78 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.



SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$12,544.53
238	STUDENT ACTIVITY FUNDS	\$856.92
243	PROFESSIONAL TECHNICAL - STATE	\$1,695.33
253	TITLE I-C ESEA MIGRANT FUND	\$3,255.17
257	TITLE VI-B IDEA SPECIAL ED FUND	\$6.99
263	PERKINS III PRFESSIONAL TECHNICAL ACT	\$1,047.81
284	GEAR UP GRANT	\$8,203.88
290	FOOD SERVICE FUND	\$1,497.15
		<b>\$29,107.78</b>

old year

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 2602

06/30/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
<b>COSTCO WHOLESALE/MEMBERSHIP</b>						
Check Group:						
BREAK ROOM SUPPLIES FY24		1	2501273	013905 6/13/2025	100.655.0410.000.000.000	\$64.45
P-Card Payee: D.L. EVANS BANK						
Check #: 0						
PO/InvoiceTotal:						\$64.45
Vendor Total:						\$64.45
<b>D.L. EVANS BANK</b>						
Check Group:						
CHEF STORE-CLASSROOM SUPPLIES		1	2500369	759003.76 6/2/2025	243.519.0410.000.307.301	\$632.35
P-Card Payee: D.L. EVANS BANK						
Check #: 0						
PO/InvoiceTotal:						\$632.35
						92
Check Group:						
COSTCO-FLOUR, SUGAR, BOWLS, CUPS, PLATES		1	2500370	515300008774 6/2/2025	243.519.0410.000.307.301	\$735.53
P-Card Payee: D.L. EVANS BANK						
COSTCO-FLOUR, SUGAR, BOWLS, CUPS, PLATES		1	2500370	515300009733 6/2/2025	243.519.0410.000.307.301	\$327.45
P-Card Payee: D.L. EVANS BANK						
Check #: 0						
PO/InvoiceTotal:						\$1,062.98
Check Group:						
SEPT FUEL FOR VAN		1	2500590	573520 6/18/2025	100.683.0420.420.000.000	\$48.29
P-Card Payee: D.L. EVANS BANK						
Check #: 0						
PO/InvoiceTotal:						\$48.29
Check Group:						
MICAH- HOTEL FOR RON CLARK ACADEMY		1	2501974	QSW1V 6/8/2025	100.720.0380.000.022.201	\$975.92
P-Card Payee: D.L. EVANS BANK						
Check #: 0						

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						PO/InvoiceTotal: \$975.92
Check Group:						
Go Daddy Certs		1	2502023	AWBP4 6/3/2025	100.623.0460.000.000.011	\$199.98
P-Card Payee: D.L. EVANS BANK						
						Check #: 0
						PO/InvoiceTotal: \$199.98
Check Group:						
LACEY- HOTEL FOR NATIONAL COMMUNITY SCHOOLS CONF MAY		1	2502081	82865722 5/31/2025	100.720.0380.000.022.102	\$599.96
P-Card Payee: D.L. EVANS BANK						
HOTEL COSTS NOT COVERED BY COMMUNITY SCHOOLS		1	2502081	82865722 5/31/2025	100.512.0380.381.000.102	\$779.18
P-Card Payee: D.L. EVANS BANK						
DANELLE- HOTEL FOR NATIONAL COMMUNITY SCHOOLS CONF MAY		1	2502081	DOUBLETREE-M AY31 5/31/2025	100.720.0380.000.022.102	\$599.96 93
P-Card Payee: D.L. EVANS BANK						
HOTEL COSTS NOT COVERED BY COMMUNITY SCHOOLS		1	2502081	DOUBLETREE-M AY31 5/31/2025	100.512.0380.381.000.102	\$864.30
P-Card Payee: D.L. EVANS BANK						
						Check #: 0
						PO/InvoiceTotal: \$2,843.40
Check Group:						
AIRFARE FOR POWERSCHOOL UNI SAN DIEGO JUNE 22		1	2502231	9405 5/29/2025	100.621.0380.382.000.000	\$461.97
P-Card Payee: D.L. EVANS BANK						
AIRFARE FOR POWERSCHOOL UNI SAN DIEGO JUNE 22		1	2502231	9406 5/29/2025	100.621.0380.382.000.000	\$461.97
P-Card Payee: D.L. EVANS BANK						
						Check #: 0
						PO/InvoiceTotal: \$923.94
Check Group:						
TOOLS		1	2502260	1137 6/12/2025	100.665.0410.000.000.600	\$849.83
P-Card Payee: D.L. EVANS BANK						

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TOOLS P-Card Payee: D.L. EVANS BANK		1	2502260	1137 6/12/2025	100.664.0410.000.000.600	\$758.47
Check Group:					Check #: 0	
						PO/InvoiceTotal: \$1,608.30
Yearbooks P-Card Payee: D.L. EVANS BANK		1	2502296	246066-2024 6/5/2025	238.740.0410.000.000.490	\$856.92
Check Group:					Check #: 0	
						PO/InvoiceTotal: \$856.92
TD SNAP SUBSCRIPTION P-Card Payee: D.L. EVANS BANK		1	2502313	SNBEH 6/2/2025	257.616.0390.391.000.000	\$6.99
Check Group:					Check #: 0	
						PO/InvoiceTotal: \$6.99
HOTEL FOR MELANIE LUCAS P-Card Payee: D.L. EVANS BANK		1	2502333	310 6/11/2025	100.621.0380.381.000.000	\$298.00
HOTEL FOR SHANNON MONROE P-Card Payee: D.L. EVANS BANK		1	2502333	320 6/11/2025	100.621.0380.381.000.000	\$298.00
Check Group:					Check #: 0	
						PO/InvoiceTotal: \$596.00
JOSH GREENWALT HOTEL FOR IDAHO PRINCIPAL MENTORING PROJECT JUNE 11-13 P-Card Payee: D.L. EVANS BANK		1	2502335	328868711 6/13/2025	100.621.0380.381.000.000	\$713.03
ASHLEY JOHNSON HOTEL FOR IDAHO PRINCIPAL MENTORING PROJECT JUNE 11-13 P-Card Payee: D.L. EVANS BANK		1	2502335	328868712 6/13/2025	100.621.0380.381.000.000	\$713.03
Check Group:					Check #: 0	
						PO/InvoiceTotal: \$1,426.06

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
RETIREMENT SUPPLIES FOR TONY P-Card Payee: D.L. EVANS BANK		1	2502415	022254 5/22/2025	100.661.0410.000.000.600	\$3.96
				Check #: 0		
					PO/InvoiceTotal:	\$3.96
Check Group: JUNE 2025 EXTRA TRIPS FOR BIG BUSES P-Card Payee: D.L. EVANS BANK		1	2502417	293889 6/3/2025	100.681.0420.420.000.500	\$75.00
				Check #: 0		
					PO/InvoiceTotal:	\$75.00
Check Group: SWITCH FOR TORNADO FAN P-Card Payee: D.L. EVANS BANK		1	2502438	233105 5/27/2025	100.661.0410.000.000.301	\$23.66
				Check #: 0		
					PO/InvoiceTotal:	\$23.66
Check Group: ASBESTOS TESTING AT MINICO P-Card Payee: D.L. EVANS BANK		1	2502439	023561 5/23/2025	100.664.0320.000.000.301	\$65.00
				Check #: 0		
					PO/InvoiceTotal:	\$65.00
Check Group: PRIZE DRAWING FOR MIGRANT SUMMER SCHOOL PARENT EVENT JUNE 20TH P-Card Payee: D.L. EVANS BANK		1	2502498	38515481445550 4 6/3/2025	253.720.0410.000.000.000	\$493.87
				Check #: 0		
					PO/InvoiceTotal:	\$493.87
Check Group: FOOD FOR MIGRANT SUMMER SCHOOL PARENT INVOLVEMENT EVENT 6/20 SUPPLIES P-Card Payee: D.L. EVANS BANK		1	2502514	46517146869358 4 6/20/2025	253.720.0410.000.000.000	\$135.33
				Check #: 0		

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						PO/InvoiceTotal: \$135.33
Check Group:						
FIELD TRIP EXPENSES FOR MIGRANT SUMMER SCHOOL		1	2502515	2083765	253.541.0410.000.000.000	\$434.00
P-Card Payee: D.L. EVANS BANK				6/10/2025		
FIELD TRIP EXPENSES FOR MIGRANT SUMMER SCHOOL		1	2502515	JUNE 10	253.541.0410.000.000.000	\$241.44
P-Card Payee: D.L. EVANS BANK				6/10/2025		
						Check #: 0
						PO/InvoiceTotal: \$675.44
Check Group:						
CLASSROOM SUPPLIES FOR MIGRANT SUMMER SCHOOL		1	2502516	38156251842415 3	253.541.0410.000.000.000	\$191.91
P-Card Payee: D.L. EVANS BANK				6/11/2025		
CLASSROOM SUPPLIES FOR MIGRANT SUMMER SCHOOL		1	2502516	46515648184559 1	253.541.0410.000.000.000	\$140.96 <sub>96</sub>
P-Card Payee: D.L. EVANS BANK				6/5/2025		
CLASSROOM SUPPLIES FOR MIGRANT SUMMER SCHOOL		1	2502516	515436217034	253.541.0410.000.000.000	\$511.09
P-Card Payee: D.L. EVANS BANK				6/2/2025		
CLASSROOM SUPPLIES FOR MIGRANT SUMMER SCHOOL		1	2502516	515484256421	253.541.0410.000.000.000	\$178.77
P-Card Payee: D.L. EVANS BANK				6/2/2025		
CLASSROOM SUPPLIES FOR MIGRANT SUMMER SCHOOL		1	2502516	515516038830	253.541.0410.000.000.000	\$665.14
P-Card Payee: D.L. EVANS BANK				6/3/2025		
CLASSROOM SUPPLIES FOR MIGRANT SUMMER SCHOOL		1	2502516	515657066362	253.541.0410.000.000.000	\$82.25
P-Card Payee: D.L. EVANS BANK				6/5/2025		
CLASSROOM SUPPLIES FOR MIGRANT SUMMER SCHOOL		1	2502516	517001003053	253.541.0410.000.000.000	\$124.14
P-Card Payee: D.L. EVANS BANK				6/19/2025		
CLASSROOM SUPPLIES FOR MIGRANT SUMMER SCHOOL		1	2502516	58516060934978 9	253.541.0410.000.000.000	\$24.66
P-Card Payee: D.L. EVANS BANK				6/9/2025		

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CLASSROOM SUPPLIES FOR MIGRANT SUMMER SCHOOL P-Card Payee: D.L. EVANS BANK		1	2502516	U2161E051740 6/3/2025	253.541.0410.000.000.000	\$31.61
				Check #: 0		
					PO/InvoiceTotal:	\$1,950.53
Check Group: SURE STAY PLUS-LODGING JESSICA STAPELMAN SUMMER INSERVICE JUNE 17-19, 2025 P-Card Payee: D.L. EVANS BANK		1	2502523	42528 6/19/2025	263.519.0380.381.301.301	\$319.28
SURE STAY PLUS-LODGING SOPHIE COWGILL SUMMER INSERVICE JUNE 17-19, 2025 P-Card Payee: D.L. EVANS BANK		1	2502523	42529 6/19/2025	263.519.0380.381.301.301	\$319.28
				Check #: 0		
					PO/InvoiceTotal:	\$638.56
Check Group: CONNECT SUMMER CONFERENCE REGISTRATION JESSICA STAPELMAN P-Card Payee: D.L. EVANS BANK		1	2502531	71658484 6/12/2025	263.519.0390.392.301.301	\$307.50
				Check #: 0		
					PO/InvoiceTotal:	\$307.50
Check Group: GROUNDS FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	088950 6/2/2025	100.665.0420.420.000.600	\$48.49
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	30009122 6/3/2025	100.663.0420.420.000.600	\$14.00
GROUNDS FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	351354 6/18/2025	100.665.0420.420.000.600	\$24.00
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354004996370 5/22/2025	100.663.0420.420.000.600	\$57.43
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354004999204 5/23/2025	100.663.0420.420.000.600	\$175.00

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Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354005010377 5/27/2025	100.663.0420.420.000.600	\$109.42
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354005016095 5/29/2025	100.665.0420.420.000.600	\$34.05
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354005017045 5/29/2025	100.663.0420.420.000.600	\$51.76
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354005017473 5/29/2025	100.663.0420.420.000.600	\$94.29
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354005020445 5/30/2025	100.663.0420.420.000.600	\$96.05
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354005020983 5/30/2025	100.663.0420.420.000.600	\$69.52
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354005020999 5/30/2025	100.665.0420.420.000.600	\$23.55
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354005032405 6/3/2025	100.663.0420.420.000.600	\$104.99
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354005034797 6/4/2025	100.663.0420.420.000.600	\$50.06
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354005037785 6/5/2025	100.663.0420.420.000.600	\$96.99
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354005041133 6/6/2025	100.663.0420.420.000.600	\$56.77
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354005041148 6/6/2025	100.663.0420.420.000.600	\$97.80
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354005054721 6/10/2025	100.665.0420.420.000.600	\$96.40
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354005057594 6/11/2025	100.665.0420.420.000.600	\$31.50
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354005057664 6/11/2025	100.663.0420.420.000.600	\$175.00

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MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354005058081 6/11/2025	100.663.0420.420.000.600	\$53.03
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354005061531 6/12/2025	100.663.0420.420.000.600	\$98.00
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354005073351 6/16/2025	100.663.0420.420.000.600	\$116.39
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354005075958 6/17/2025	100.663.0420.420.000.600	\$45.58
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354005077203 6/17/2025	100.663.0420.420.000.600	\$74.48
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354005077214 6/17/2025	100.665.0420.420.000.600	\$32.12
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354005079441 6/18/2025	100.665.0420.420.000.600	\$46.30
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354005079561 6/18/2025	100.663.0420.420.000.600	\$106.75
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354005080406 6/18/2025	100.663.0420.420.000.600	\$62.00
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354005080412 6/18/2025	100.663.0420.420.000.600	\$52.17
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354005082125 6/19/2025	100.663.0420.420.000.600	\$41.13
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354005083266 6/19/2025	100.663.0420.420.000.600	\$175.00
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354005083539 6/19/2025	100.665.0420.420.000.600	\$25.83
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354005083704 6/19/2025	100.663.0420.420.000.600	\$43.41
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	354005083713 6/19/2025	100.663.0420.420.000.600	\$45.34

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MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	512005649757 5/22/2025	100.663.0420.420.000.600	\$103.05
GROUPS FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	6794325 6/19/2025	100.665.0420.420.000.600	\$69.55
GROUPS FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	9025314 5/22/2025	100.665.0420.420.000.600	\$58.19
GROUPS FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	9032837 5/21/2025	100.665.0420.420.000.600	\$38.50
GROUPS FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	9034560 6/18/2025	100.665.0420.420.000.600	\$100.00
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	9037024 6/19/2025	100.663.0420.420.000.600	\$65.61
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	9056645 5/30/2025	100.663.0420.420.000.600	\$94.11
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	9057199 6/12/2025	100.663.0420.420.000.600	\$91.63
MAINTENANCE FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	XJ1HL7 6/12/2025	100.663.0420.420.000.600	\$94.97
GROUPS FUEL P-Card Payee: D.L. EVANS BANK		1	2502544	XXXAA 6/12/2025	100.665.0420.420.000.600	\$39.91
Check #: 0						
						PO/InvoiceTotal: <u>\$3,280.12</u>
Check Group:						
TECHNOLOGY FUEL FY END P-Card Payee: D.L. EVANS BANK		1	2502545	545869 5/21/2025	100.656.0420.420.000.000	\$69.45
TECHNOLOGY FUEL FY END P-Card Payee: D.L. EVANS BANK		1	2502545	545870 5/21/2025	100.656.0420.420.000.000	\$27.42
TECHNOLOGY FUEL FY END P-Card Payee: D.L. EVANS BANK		1	2502545	573480 6/18/2025	100.656.0420.420.000.000	\$42.48
TECHNOLOGY FUEL FY END P-Card Payee: D.L. EVANS BANK		1	2502545	573482 6/18/2025	100.656.0420.420.000.000	\$56.72

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Check #: 0						
PO/InvoiceTotal:						\$196.07
Check Group:						
Vehicles Serviced		1	2502546	1011	100.656.0320.000.420.000	\$182.38
P-Card Payee: D.L. EVANS BANK				6/9/2025		
Vehicles Serviced		1	2502546	431416170	100.656.0320.000.420.000	\$16.00
P-Card Payee: D.L. EVANS BANK				6/9/2025		
Vehicles Serviced		1	2502546	431577701	100.656.0320.000.420.000	\$16.00
P-Card Payee: D.L. EVANS BANK				6/9/2025		
Check #: 0						
PO/InvoiceTotal:						\$214.38
Check Group:						
SUMMER SUPPLIES / COOLERS		1	2502555	2000133-5853909	290.710.0410.000.000.000	\$984.00
P-Card Payee: D.L. EVANS BANK				4 6/9/2025		101
Check #: 0						
PO/InvoiceTotal:						\$984.00
Check Group:						
JUNE - FUEL		1	2502582	2502582	290.710.0420.090.000.000	\$80.07
P-Card Payee: D.L. EVANS BANK				6/17/2025		
JUNE - FUEL		1	2502582	354005032281	290.710.0420.090.000.000	\$88.21
P-Card Payee: D.L. EVANS BANK				6/3/2025		
JUNE - FUEL		1	2502582	354005032708	290.710.0420.090.000.000	\$24.48
P-Card Payee: D.L. EVANS BANK				6/3/2025		
JUNE - FUEL		1	2502582	354005034998	290.710.0420.090.000.000	\$49.98
P-Card Payee: D.L. EVANS BANK				6/4/2025		
JUNE - FUEL		1	2502582	354005076266	290.710.0420.090.000.000	\$79.87
P-Card Payee: D.L. EVANS BANK				6/17/2025		
JUNE - FUEL		1	2502582	354005078948	290.710.0420.090.000.000	\$36.46
P-Card Payee: D.L. EVANS BANK				6/18/2025		

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Voucher Batch Number: 2602

06/30/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
JUNE - FUEL		1	2502582	354005079230 6/18/2025	290.710.0420.090.000.000	\$58.85
<b>P-Card Payee:</b> D.L. EVANS BANK						
JUNE - FUEL		1	2502582	354005085661 6/20/2025	290.710.0420.090.000.000	\$63.23
<b>P-Card Payee:</b> D.L. EVANS BANK						
JUNE - FUEL		1	2502582	359678869 6/2/2025	290.710.0420.090.000.000	\$16.00
<b>P-Card Payee:</b> D.L. EVANS BANK						
JUNE - FUEL		1	2502582	371088958 6/3/2025	290.710.0420.090.000.000	\$16.00
<b>P-Card Payee:</b> D.L. EVANS BANK						
				Check #: 0		
					PO/InvoiceTotal:	\$513.15
Check Group:						
FLIGHTS FOR GEAR UP CONFERENCE		1	2502593	BRAYLYN 6/17/2025	284.621.0380.382.000.000	\$675.97
<b>P-Card Payee:</b> D.L. EVANS BANK						
FLIGHTS FOR GEAR UP CONFERENCE		1	2502593	BRENT 6/17/2025	284.621.0380.382.000.000	\$675.97
<b>P-Card Payee:</b> D.L. EVANS BANK						
FLIGHTS FOR GEAR UP CONFERENCE		1	2502593	EMMA 6/17/2025	284.621.0380.382.000.000	\$675.97
<b>P-Card Payee:</b> D.L. EVANS BANK						
FLIGHTS FOR GEAR UP CONFERENCE		1	2502593	GABRIELLE 6/17/2025	284.621.0380.382.000.000	\$675.97
<b>P-Card Payee:</b> D.L. EVANS BANK						
GEAR UP CONFERENCE REGISTRATION		4	2502593	REGISTRATION 6/17/2025	284.621.0390.392.000.000	\$5,500.00
<b>P-Card Payee:</b> D.L. EVANS BANK						
				Check #: 0		
					PO/InvoiceTotal:	\$8,203.88
					Vendor Total:	\$28,941.58
NEWEGG. INC.						
Check Group:						
EXTERNAL HARD DRIVE DOCKING STATION		1	2501948	21453903-2 5/21/2025	263.519.0410.000.304.301	\$101.75
<b>P-Card Payee:</b> D.L. EVANS BANK						
				Check #: 0		
					PO/InvoiceTotal:	\$101.75

MINIDOKA COUNTY SCHOOL DISTRICT #331

Voucher Detail Listing

Voucher Batch Number: 2602

06/30/2025

Fiscal Year: 2024-2025

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
						Vendor Total: \$101.75
						Grand Total: \$29,107.78

End of Report

# MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 2612

Voucher Date: 07/17/2025

Prepared By: Tori Aragon

Printed: 07/22/2025 10:55:36 AM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$283,272.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

S. V. [Signature]

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
100	GENERAL FUND	\$283,272.00
		<u>\$283,272.00</u>

new year

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 2612

07/17/2025

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
<b>BRYSON SALES &amp; SERVICE, INC</b>						
Check Group:						
NEW BUSES		1	2600031	F556399 6/24/2025	100.681.0550.005.000.000	\$141,636.00
P-Card Payee: BRYSON SALES & SERVICE, INC						
NEW BUSES		1	2600031	F556400 6/24/2025	100.681.0550.005.000.000	\$141,636.00
P-Card Payee: BRYSON SALES & SERVICE, INC						

Check #: 0

PO/Invoice Total:	<u>\$283,272.00</u>
Vendor Total:	<u>\$283,272.00</u>
Grand Total:	\$283,272.00

End of Report

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# MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

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Voucher No: 2613

Voucher Date: 07/24/2025

Prepared By:

Tori Aragon

Printed: 07/24/2025 01:57:32 PM

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MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$649,472.36 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

G. V. C.

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\_\_\_\_\_  
SPENCER LARSEN Superintendent

\_\_\_\_\_  
RUSS SUCHAN Chair

\_\_\_\_\_  
MARY ANDERSON Vice Chair

\_\_\_\_\_  
JUAN PEREZ Board Member

\_\_\_\_\_  
JACOB CLARIDGE Board Member

\_\_\_\_\_  
RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

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Fund		Amount
100	GENERAL FUND	\$645,252.04
246	STATE SUBSTANCE ABUSE FUND	\$1,529.00
263	PERKINS III PROFESSIONAL TECHNICAL ACT	\$913.20
290	FOOD SERVICE FUND	\$1,778.12
		<hr/>
		<b>\$649,472.36</b>

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Check Listing**

Fiscal Year: 2025-2026

**Criteria:**

Bank Account: Accounts Payable 94005043

From Date: 7/24/2025  
 From Check: 8722  
 From Voucher: 2613

To Date: 7/24/2025  
 To Check: 8732  
 To Voucher: 2613

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
8722	07/24/2025	APPTGY, INC	\$20,692.85	2613	Printed	Expense	<input type="checkbox"/>		
8723	07/24/2025	DAD'S BATTERY INC.	\$126.95	2613	Printed	Expense	<input type="checkbox"/>		
8724	07/24/2025	DEX IMAGING, LLC	\$3,811.98	2613	Printed	Expense	<input type="checkbox"/>		
8725	07/24/2025	FRONTLINE TECHNOLOGIES GROUP, LLC	\$6,196.68	2613	Printed	Expense	<input type="checkbox"/>		
8726	07/24/2025	GOOD SOURCE SOLUTIONS, INC	\$1,778.12	2613	Printed	Expense	<input type="checkbox"/>		
8727	07/24/2025	HAUNS HARDWARE	\$355.42	2613	Printed	Expense	<input type="checkbox"/>		
8728	07/24/2025	IDAHO DIVISION OF CTE	\$650.00	2613	Printed	Expense	<input type="checkbox"/>		
8729	07/24/2025	MORETON & COMPANY	\$542,763.00	2613	Printed	Expense	<input type="checkbox"/>		
8730	07/24/2025	PELAYO, SARAH	\$131.60	2613	Printed	Expense	<input type="checkbox"/>		
8731	07/24/2025	POWERSCHOOL GROUP LLC	\$72,834.16	2613	Printed	Expense	<input type="checkbox"/>		
8732	07/24/2025	STEVENSON, SHERYL	\$131.60	2613	Printed	Expense	<input type="checkbox"/>		

Total Amount: \$649,472.36

End of Report

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# MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 2614

Voucher Date: 07/31/2025

Prepared By:

*Tom Aragon*

Printed: 07/31/2025 01:03:42 PM

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MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$87,663.94 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

*G. V. 2*

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\_\_\_\_\_  
SPENCER LARSEN Superintendent

\_\_\_\_\_  
RUSS SUCHAN Chair

\_\_\_\_\_  
MARY ANDERSON Vice Chair

\_\_\_\_\_  
JUAN PEREZ Board Member

\_\_\_\_\_  
JACOB CLARIDGE Board Member

\_\_\_\_\_  
RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

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Fund		Amount
100	GENERAL FUND	\$45,559.34
246	STATE SUBSTANCE ABUSE FUND	\$3,500.00
290	FOOD SERVICE FUND	\$38,604.60
		<hr/>
		\$87,663.94

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Check Listing**

Fiscal Year: 2025-2026

**Criteria:**

**Bank Account:** Accounts Payable 94005043

**From Date:** 7/31/2025

**To Date:** 7/31/2025

**From Check:** 8733

**To Check:** 8766

**From Voucher:** 2614

**To Voucher:** 2614

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
8733	07/31/2025	ASHCRAFT, KARLENE	\$291.00	2614	Printed	Expense	<input type="checkbox"/>		
8734	07/31/2025	AUSTIN, ELLEN	\$90.00	2614	Printed	Expense	<input type="checkbox"/>		
8735	07/31/2025	CARTER, TAMARA	\$90.00	2614	Printed	Expense	<input type="checkbox"/>		
8736	07/31/2025	CHANDLER, RANAE	\$291.00	2614	Printed	Expense	<input type="checkbox"/>		
8737	07/31/2025	CHARLIE'S PRODUCE	\$3,646.05	2614	Printed	Expense	<input type="checkbox"/>		
8738	07/31/2025	DAVIDSON, ANGELA	\$90.00	2614	Printed	Expense	<input type="checkbox"/>		
8739	07/31/2025	DEX IMAGING, LLC	\$783.34	2614	Printed	Expense	<input type="checkbox"/>		
8740	07/31/2025	DURRANT, GREG	\$135.00	2614	Printed	Expense	<input type="checkbox"/>		
8741	07/31/2025	ELLIS, MICAH	\$291.00	2614	Printed	Expense	<input type="checkbox"/>		
8742	07/31/2025	EMERGENT 3 INC	\$3,500.00	2614	Printed	Expense	<input type="checkbox"/>		
8743	07/31/2025	EVANS, ELISSA	\$123.20	2614	Printed	Expense	<input type="checkbox"/>		
8744	07/31/2025	GOOD SOURCE SOLUTIONS, INC	\$31,319.50	2614	Printed	Expense	<input type="checkbox"/>		
8745	07/31/2025	GREENWALT, JOSHUA J.	\$90.00	2614	Printed	Expense	<input type="checkbox"/>		
8746	07/31/2025	HANSEN, KAILEE	\$90.00	2614	Printed	Expense	<input type="checkbox"/>		
8747	07/31/2025	HEATH, DUSTIN	\$90.00	2614	Printed	Expense	<input type="checkbox"/>		
8748	07/31/2025	HEPWORTH, HEATHER	\$90.00	2614	Printed	Expense	<input type="checkbox"/>		
8749	07/31/2025	IDAHO SCHOOL DISTRICT COUNCIL	\$60.00	2614	Printed	Expense	<input type="checkbox"/>		
8750	07/31/2025	INSTRUCTURE	\$32,514.73	2614	Printed	Expense	<input type="checkbox"/>		
8751	07/31/2025	INTERMOUNTAIN GAS CO.	\$1,249.91	2614	Printed	Expense	<input type="checkbox"/>		
8752	07/31/2025	JARVIS, RICHARD	\$175.00	2614	Printed	Expense	<input type="checkbox"/>		
8753	07/31/2025	JOHNSON, ASHLEY	\$508.00	2614	Printed	Expense	<input type="checkbox"/>		
8754	07/31/2025	JPC2	\$1,386.00	2614	Printed	Expense	<input type="checkbox"/>		
8755	07/31/2025	KIDD, KIMBERLEY	\$321.00	2614	Printed	Expense	<input type="checkbox"/>		

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**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Check Listing**

Fiscal Year: 2025-2026

**Criteria:**

**Bank Account:** Accounts Payable 94005043

**From Date:** 7/31/2025

**To Date:** 7/31/2025

**From Check:** 8733

**To Check:** 8766

**From Voucher:** 2614

**To Voucher:** 2614

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
8756	07/31/2025	LARSEN, SPENCER	\$90.00	2614	Printed	Expense	<input type="checkbox"/>		
8757	07/31/2025	LEE, STORMIE	\$123.20	2614	Printed	Expense	<input type="checkbox"/>		
8758	07/31/2025	MERRILL, TERRY	\$105.00	2614	Printed	Expense	<input type="checkbox"/>		
8759	07/31/2025	MORGAN, ALISHA	\$291.00	2614	Printed	Expense	<input type="checkbox"/>		
8760	07/31/2025	NICHOLAS & CO	\$2,253.05	2614	Printed	Expense	<input type="checkbox"/>		
8761	07/31/2025	RICH, LACEY	\$291.00	2614	Printed	Expense	<input type="checkbox"/>		
8762	07/31/2025	RIDDELL	\$3,521.39	2614	Printed	Expense	<input type="checkbox"/>		
8763	07/31/2025	SCHOOL SPECIALTY SUPPLY	\$3,235.57	2614	Printed	Expense	<input type="checkbox"/>		
8764	07/31/2025	SPAGNOLO, MAGGI	\$90.00	2614	Printed	Expense	<input type="checkbox"/>		
8765	07/31/2025	STUTZMAN, DANELLE	\$381.00	2614	Printed	Expense	<input type="checkbox"/>		
8766	07/31/2025	WESTERN RECORDS DESTRUCTION	\$58.00	2614	Printed	Expense	<input type="checkbox"/>		

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Total Amount: \$87,663.94

**End of Report**

**MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER**

Voucher No: 2615

Voucher Date: 07/31/2025

Prepared By: Jon Aragon

Printed: 08/01/2025 08:23:21 AM

MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$1,576,654.88 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

G. Va 3

SPENCER LARSEN Superintendent

RUSS SUCHAN Chair

MARY ANDERSON Vice Chair

JUAN PEREZ Board Member

JACOB CLARIDGE Board Member

RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

Fund		Amount
310	DEBT SERVICE FUND	\$1,576,654.88
		<b>\$1,576,654.88</b>

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 2615

07/31/2025

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
<b>ZIONS BANK CORPORATE TRUST</b>						
Check Group:						
BOND DEBT SERVICE INTEREST		1	2600050	V924220 7/17/2025	310.912.0620.000.000.000	\$61,800.00
P-Card Payee: ZIONS BANK CORPORATE TRUST						
BOND DEBT SERVICE PRINCIPAL		1	2600050	V924220 7/17/2025	310.911.0610.000.000.000	\$1,515,000.00
P-Card Payee: ZIONS BANK CORPORATE TRUST						
CASH ON HAND		1	2600050	V924220 7/17/2025	310.911.0610.000.000.000	(\$145.12)
P-Card Payee: ZIONS BANK CORPORATE TRUST						

Check #: 0

PO/InvoiceTotal:	\$1,576,654.88
Vendor Total:	\$1,576,654.88
Grand Total:	\$1,576,654.88

End of Report

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# MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

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Voucher No: 2616

Voucher Date: 08/07/2025

Prepared By:

*Jon Aragon*

Printed: 08/07/2025 11:04:08 AM

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MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$508,913.44 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

*S. Va...*

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\_\_\_\_\_  
SPENCER LARSEN Superintendent

\_\_\_\_\_  
RUSS SUCHAN Chair

\_\_\_\_\_  
MARY ANDERSON Vice Chair

\_\_\_\_\_  
JUAN PEREZ Board Member

\_\_\_\_\_  
JACOB CLARIDGE Board Member

\_\_\_\_\_  
RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

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Fund		Amount
100	GENERAL FUND	\$484,027.76
245	PUBLIC SCHOOL TECHNOLOGY FUND	\$23,616.16
246	STATE SUBSTANCE ABUSE FUND	\$265.66
274	Stronger Connections Grant	\$1,003.86
		<hr/>
		<b>\$508,913.44</b>

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Check Listing**

Fiscal Year: 2025-2026

**Criteria:**

Bank Account: Accounts Payable 94005043

From Date: 8/7/2025  
 From Check: 8767  
 From Voucher: 2616

To Date: 8/7/2025  
 To Check: 8796  
 To Voucher: 2616

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
8767	08/07/2025	ALL WIRELESS COMMUNICATIONS	\$265.66	2616	Printed	Expense	<input type="checkbox"/>		
8768	08/07/2025	FRANKLIN BUILDING SUPPLY	\$1,631.84	2616	Printed	Expense	<input type="checkbox"/>		
8769	08/07/2025	GOGUARDIAN	\$23,616.16	2616	Printed	Expense	<input type="checkbox"/>		
8770	08/07/2025	HAUNS HARDWARE	\$684.26	2616	Printed	Expense	<input type="checkbox"/>		
8771	08/07/2025	HEYBURN, CITY OF	\$3,592.87	2616	Printed	Expense	<input type="checkbox"/>		
8772	08/07/2025	IDHW, BUREAU OF FINANCIAL SERVICES	\$23,955.52	2616	Printed	Expense	<input type="checkbox"/>		
8773	08/07/2025	J & R ASPHALT MAINTANCE INC	\$84,264.78	2616	Printed	Expense	<input type="checkbox"/>		
8774	08/07/2025	K & R RENT-ALL, INC	\$552.02	2616	Printed	Expense	<input type="checkbox"/>		
8775	08/07/2025	KELLY'S BEARING SUPPLY	\$4.00	2616	Printed	Expense	<input type="checkbox"/>		
8776	08/07/2025	LIGHTS OUT ELECTRIC	\$34,975.00	2616	Printed	Expense	<input type="checkbox"/>		
8777	08/07/2025	MAGIC VALLEY CARPET	\$600.00	2616	Printed	Expense	<input type="checkbox"/>		
8778	08/07/2025	MAGIC VALLEY LABS,INC	\$2,699.00	2616	Printed	Expense	<input type="checkbox"/>		
8779	08/07/2025	NEWMAN, G. ROBERT	\$7,772.00	2616	Printed	Expense	<input type="checkbox"/>		
8780	08/07/2025	OETC	\$17,606.85	2616	Printed	Expense	<input type="checkbox"/>		
8781	08/07/2025	PAUL, CITY OF	\$1,577.00	2616	Printed	Expense	<input type="checkbox"/>		
8782	08/07/2025	PIT STOP CYCLE	\$150.97	2616	Printed	Expense	<input type="checkbox"/>		
8783	08/07/2025	PROJECT MUTUAL TELEPHONE	\$20,996.34	2616	Printed	Expense	<input type="checkbox"/>		
8784	08/07/2025	RUPERT, CITY OF	\$9,755.13	2616	Printed	Expense	<input type="checkbox"/>		
8785	08/07/2025	SECURLY, INC	\$1,003.86	2616	Printed	Expense	<input type="checkbox"/>		
8786	08/07/2025	SMALL ENGINES THAT CAN	\$165.95	2616	Printed	Expense	<input type="checkbox"/>		
8787	08/07/2025	SPRINKLER SHOP,INC	\$134.93	2616	Printed	Expense	<input type="checkbox"/>		
8788	08/07/2025	SSA TECHNOLOGY	\$255,000.00	2616	Printed	Expense	<input type="checkbox"/>		
8789	08/07/2025	STANDARD PLUMBING CO	\$516.99	2616	Printed	Expense	<input type="checkbox"/>		

**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Check Listing**

Fiscal Year: 2025-2026

**Criteria:**

**Bank Account:** Accounts Payable 94005043

**From Date:** 8/7/2025

**To Date:** 8/7/2025

**From Check:** 8767

**To Check:** 8796

**From Voucher:** 2616

**To Voucher:** 2616

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
8790	08/07/2025	STARS FERRY BUILDING SUP	\$96.69	2616	Printed	Expense	<input type="checkbox"/>		
8791	08/07/2025	TAILSCALE US INC.	\$540.00	2616	Printed	Expense	<input type="checkbox"/>		
8792	08/07/2025	TIMES NEWS-LEE PUBLICATIONS	\$108.33	2616	Printed	Expense	<input type="checkbox"/>		
8793	08/07/2025	TITAN MACHINERY	\$72.80	2616	Printed	Expense	<input type="checkbox"/>		
8794	08/07/2025	TOTAL WASTE MANAGEMENT	\$3,278.22	2616	Printed	Expense	<input type="checkbox"/>		
8795	08/07/2025	UNITED ELECTRIC COOP	\$11,268.94	2616	Printed	Expense	<input type="checkbox"/>		
8796	08/07/2025	VERIZON	\$2,027.33	2616	Printed	Expense	<input type="checkbox"/>		
<b>Total Amount:</b>			<u>\$508,913.44</u>						
<b>End of Report</b>									

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# MINIDOKA COUNTY SCHOOL DISTRICT #331 VOUCHER

Voucher No: 2617

Voucher Date: 08/07/2025

Prepared By:

*Jon Aragon*

Printed: 08/07/2025 11:35:20 AM

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MINIDOKA COUNTY SCHOOL DISTRICT #331 is hereby authorized to draw warrants against MINIDOKA COUNTY SCHOOL DISTRICT #331 funds for the sum of \$60.77 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

*S. Hansen*

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\_\_\_\_\_  
SPENCER LARSEN Superintendent

\_\_\_\_\_  
RUSS SUCHAN Chair

\_\_\_\_\_  
MARY ANDERSON Vice Chair

\_\_\_\_\_  
JUAN PEREZ Board Member

\_\_\_\_\_  
JACOB CLARIDGE Board Member

\_\_\_\_\_  
RICK KENT Board Member

MINIDOKA COUNTY SCHOOL DISTRICT #331

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Fund		Amount
100	GENERAL FUND	\$60.77
		<b>\$60.77</b>

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**MINIDOKA COUNTY SCHOOL DISTRICT #331**

**Voucher Detail Listing**

Voucher Batch Number: 2617

08/07/2025

Fiscal Year: 2025-2026

Vendor Remit Name Description	Vendor #	QTY	PO No.	Invoice Invoice Date	Account	Amount
STATE TAX COMMISSION						
Check Group:						
JULY TAXES		1	2600238	0-697-034-368 8/4/2025	100.223.2230.000.000.000	\$60.77
P-Card Payee: STATE TAX COMMISSION						

Check #: 0

PO/InvoiceTotal:	<u>                    </u>	\$60.77
Vendor Total:	<u>                    </u>	\$60.77
Grand Total:	<u>                    </u>	\$60.77

End of Report



## August 2025

### Regular Board Meeting - Stipends

#### Personnel Recommendation/Requests for Board Consideration

All recommendations are pending Board approval and District Office receiving state mandated paperwork.

Stipend for Minico High School Athletics Summer Weights. Pay from 100.531.0180.000.000.301  
Blaser, Sherm - \$3430

Extended Summer School from July 28 – August 7, 2025. Pay from 100.521.0110.000.000.000  
Hicks, Jared \$640.00  
Hicks, Kate \$1260

Stipend for Idaho Tiered Behavior Supports (ITBS )Training Pay from District Professional Development funds:  
Certified 100.621.0120.000.000.000  
Classified 100.621.0125.000.000.000

#### Acequia

Sayer, Clancey - \$180  
Wardle, Carol Denise (classified) - \$180

#### Heyburn Elementary

Moon, Lacy - \$360  
Morgan, Alisha - \$360  
Robinson, Clay \$360  
Stutzman, Danelle - \$360  
Trenkle, Amanda Brooke - \$360

#### Paul Elementary

Evans, Bryn (classified) - \$180  
Evans, Elissa - \$360  
Greenwalt, Josh - \$360  
Johnson, Emily - \$360  
Lee, Stormie - \$360  
Stephens, Celeste - \$360

#### Rupert Elementary

Davidson, Angela - \$360  
Hicks, Kate - \$360  
Kent, Ruth - \$360  
Rodriguez, Alissa - \$360  
White, Courtney - \$360

#### East Minico Middle School

Carter, Tamara - \$360  
Gomez, Layla - \$360  
Heath, Dustin - \$360  
Pease, Doug - \$360  
Pratt, Cami - \$360  
Stevenson, Allison - \$360

#### West Minico

Alves, Brandon - \$360  
Dean, Gena - \$360  
Johnson, Ashley - \$360  
Madrigal, Dakota - \$180  
Naftel, McKinzee - \$360

**August 2025**

**Regular Board Meeting**

**Personnel Recommendation/Requests for Board Consideration**

All recommendations are pending Board approval and District Office receiving state mandated paperwork.

**Certified**

Transfer

New Hires

Anderson, Josh	Shop/ Science Teacher ~ West Minico MS
Ballard, Amanda	4 <sup>th</sup> Grade Teacher (.50) ~ Rupert Elementary
Davis, Christopher (emergency hire)	PE/Health ~ East Minico Middle School
Espinoza – Henscheid, Margarita	SPED Teacher ~ West Minico Middle School
George, Kevin	Science Teacher ~ Minidoka Middle School
Hobson, Candace	PE/ Health Teacher ~ Minico High School
Negrete, Miguel	Teacher ~ Rupert Elementary
Peterson, Ally	School Psychologist ~ Special Services
Santillana, Liliana	3 <sup>rd</sup> Grade Teacher ~ Heyburn Elementary
Squire, Lisa	SPED Teacher ~ Minidoka JR. High, MT. Harrison HS
Zepeda, April	Migrant Preschool Teacher~ Minidoka Preschool

Resignation(s)

Garcia, Maria	ELL Teacher ~ Minico High School
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**August 2025  
Regular Board Meeting  
Personnel Recommendation/Requests for Board Consideration**

All recommendations are pending Board approval and District Office receiving state mandated paperwork.

**Classified**

Transfers

New Hires

Belnap, Carrie	SPED Paraprofessional ~ Rupert Elementary
Campbell, Donna	Guest Teacher~ District Office
Carr, Chris	Warehouse Manager ~ Child Nutrition
Gil, Christina	Prep Provider ~ Minidoka Jr. High
Harris, Michael	School Nutrition Director ~ School Nutrition
Hicks, Jared	Extended School Year Paraeducator ~ Special Services
Hitt, John "Jordan"	Bus Driver ~ Transportation
LeCheminant, Diana	Guest Teacher~ District Office
Kimmel, McKynzie	SPED Paraprofessional ~ Rupert Elementary
Kramer, Mazy	Title 1 Paraeducator ~ West Minico Middle School
Pawson, Sheyanne	Custodian ~ Heyburn Elementary
Posyluzny, Julee	Guest Teacher~ District Office
Reddington, Dawna (retire/rehire)	½ Time Registrar ~ Minico High School
Vandever, Khali	Guest Teacher~ District Office
<u>Resignation(s)</u>	
Maldonado, Luis	Head Custodian ~ Acequia Elementary
Pinther, David	8 <sup>th</sup> Grade Head Basketball Coach ~ East Middle School
Ramirez, Anissa	Preschool Para ~ Minidoka Preschool Center
Vega, Adrianna	SPED II Para ~ Heyburn Elementary
Williams, Tiffany	Bus Driver ~ Transportation

**August 2025**

**Regular Board Meeting**

**Personnel Recommendation/Requests for Board Consideration**

All recommendations are pending Board approval and District Office receiving state mandated paperwork.

**Athletics & Activities**

New Hires

Anderson, Josh	Asst. Wrestling Coach ~ East Minico Middle School
Arteaga, Stephanie	Asst. Girls Soccer Coach ~ Minico High School
Brown, Ben	1/2 time Asst. Varsity Football Coach ~ Minico High School
Brown, Matt	Freshman Head Football Coach ~ Minico High School
Castro, Jenay	Girl’s Wrestling Coach ~ East Minico Middle School
Kruckenberg, Kaylee	Asst. Cheer Coach ~ Minico High School
Lettington, Jesse	Asst. Varsity Football Coach~ Minico High School
Perez, Juan	Freshman Asst. Football Coach ~ Minico High School
Rigby, Dustin	Freshman Asst. Football Coach ~ Minico High School
Stimpson, Rayna	8 <sup>th</sup> Grade Volleyball Coach ~ West Minico Middle School

Resignation(s)

Bott, Brett	Freshman Asst. Football Coach ~ Minico High School
Chavez, Manny	Varsity Assistant Football Coach ~ Minico High School
Harwood, Greg	Freshman Head Football Coach~ Minico High School
Heward, Cody	Assistant Football Coach ( 1/2 time) ~ Minico High School
May, Brady	Varsity Assistant Football Coach ~ Minico High School
Perrigot, John	Freshman Asst Football Coach ~ Minico High School
Rico, Mark	Asst. Wrestling Coach ~ East Minico Middle School

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**Retirement**

Minidoka County School District  
**Monthly Maintenance Report**  
**August 14, 2025**

July – 51 New Requests  
325 Work in Progress  
60 Complete

Aug. – 70 New Requests  
325 Work in Progress  
64 Complete

**Maintenance Department Updates**

**Current Projects**

**Hail damage throughout the District**

1. Minico – HVAC at the Minico is 92% Waiting for the unit for the Multi.
2. Heyburn – Coil replacement – need to order coils. Anticipated completion by July.
3. Minico – Boiler roof – To be completed in September.

**Ag Building**

The job is 95% complete.



**Minico**

HVAC Phase #2 – Received the quote.

Minidoka County School District  
**Monthly Maintenance Report**  
**August 14, 2025**

**Levy Projects**

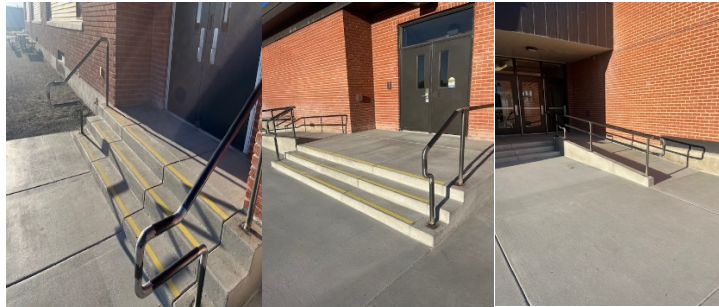
**Mt. Harrison**

Windows consulting with the Architect.

**Minico**

HVAC – Researching.

Outside steps – Complete



**East**

2 Compartment sink – Installing soon. A repair need to be done to install.

**Heyburn**

Ada Bathroom – Complete



Minidoka County School District  
**Monthly Maintenance Report**  
**August 14, 2025**

DSC

New parking lot



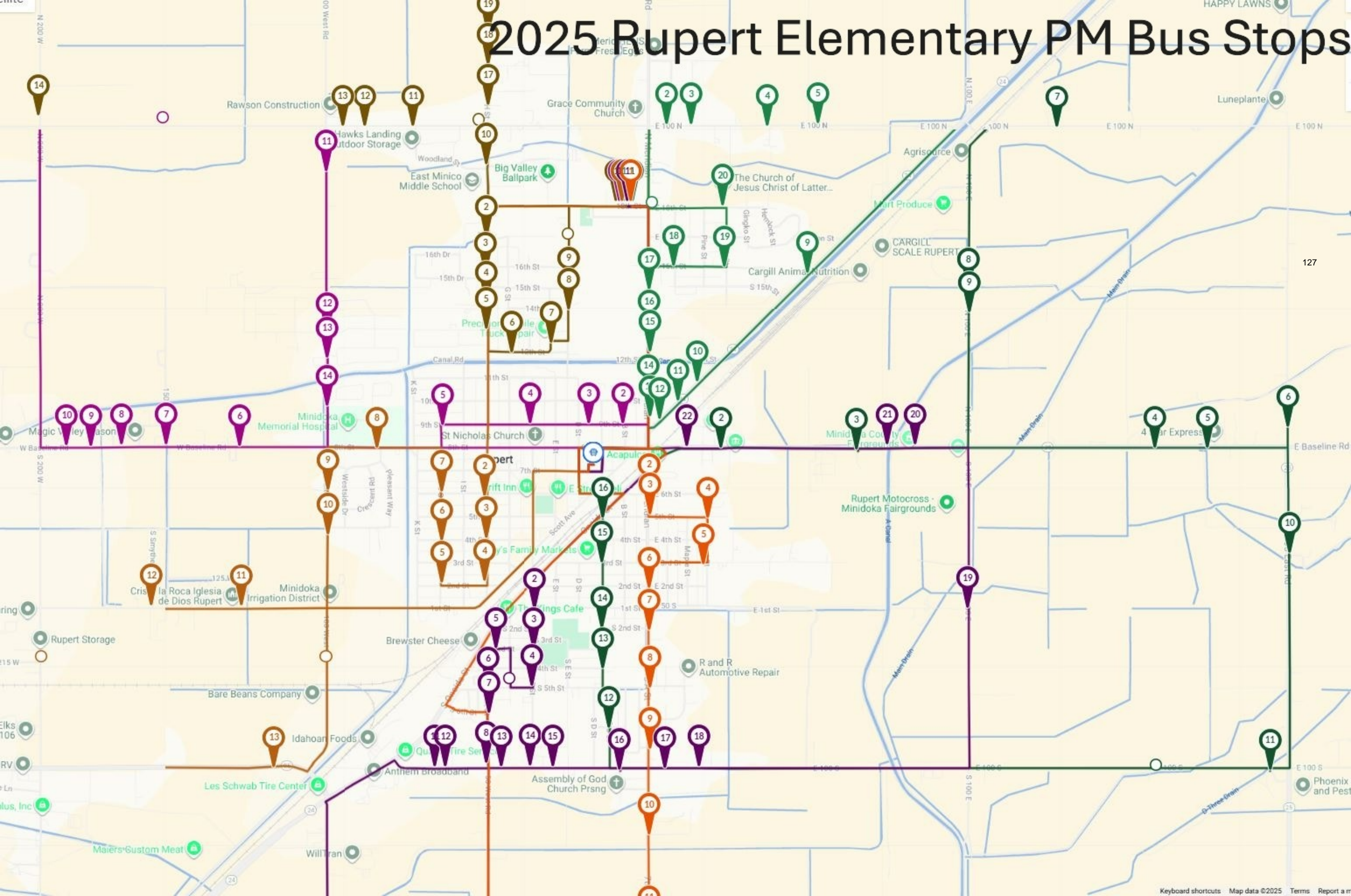
## Minidoka County School District

# IT Department

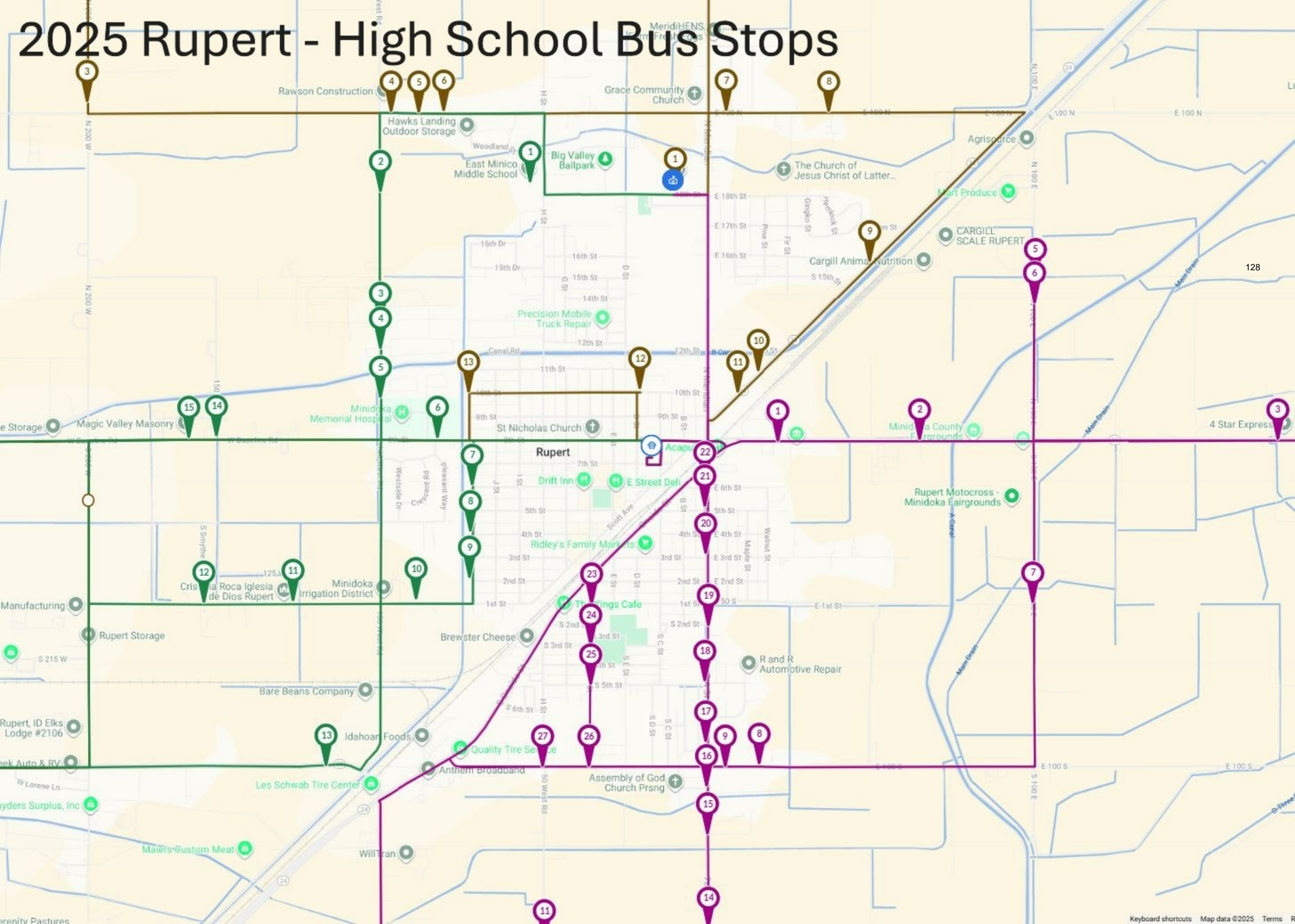
Board Report - August 2025

- **Forms and Processes being worked on:**
  - **Onboarding/Exiting Employee & Student Processes and Procedures – In Place and cleanup has been underway**
- **New devices:**
  - **New iPads and Carts for 1<sup>st</sup> Grade**
  - **New student devices being deployed week of 8-18**
- **AG Building:**
  - **Finishing touches are underway**
- **Ticket Status 7/7-8/11:**
  - **124/152 Closed/Open**
- **Abnormal Email Security:**
  - **In the last 30 days attacks went down 4407 to 2640 attacks from the previous 30 days. In the coming month or two after everyone's accounts have been more active, we will probably see this number increase quite a bit.**
-

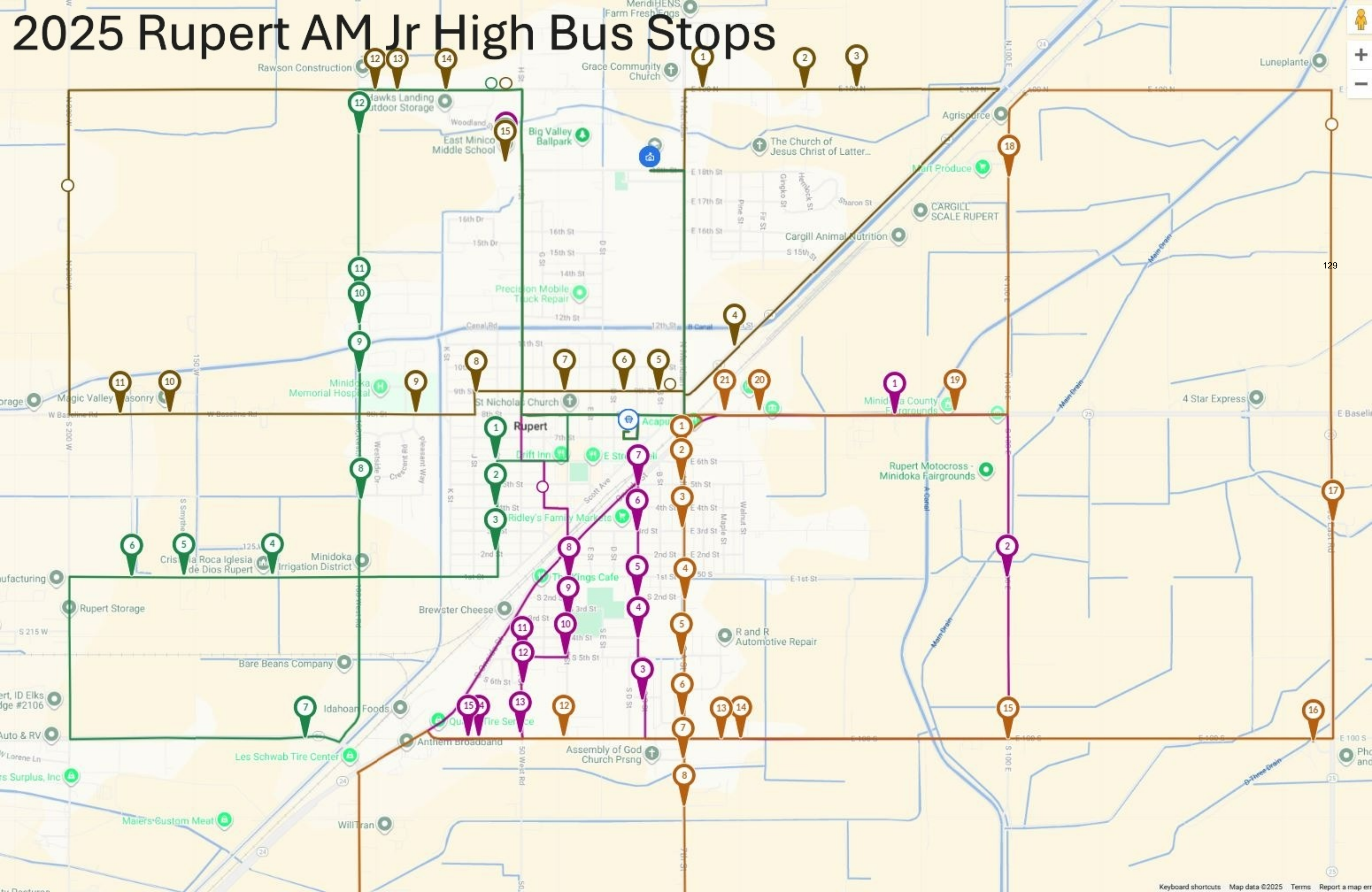
# 2025 Rupert Elementary PM Bus Stops



# 2025 Rupert - High School Bus Stops



# 2025 Rupert AM Jr High Bus Stops



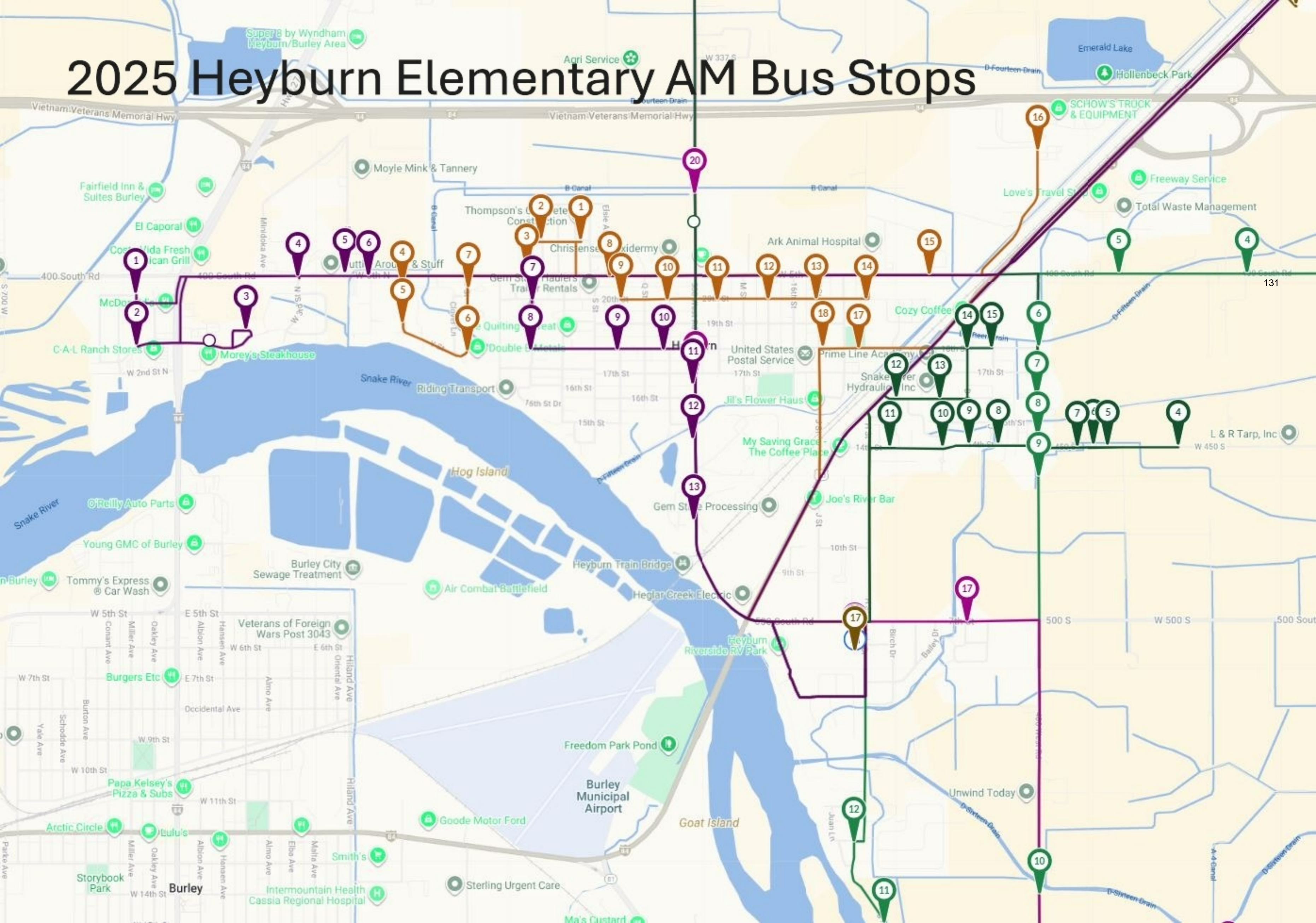
Acequia city has one stop at the LDS church (center of town)

Minidoka has one stop now at the post office (center of town)

Paul has the same... stop at entrance of Meadowbrook, one stop behind Swensens and 2nd/Clark and 5th/Clark on the North East side of town.

Rupert and Heyburn will just reverse routes for the AM/PM

# 2025 Heyburn Elementary AM Bus Stops



## Transfer bussing

Last edited - 08/16/2025

Acequia Elementary to Minico -  
232 Jackie  
117 Thomas  
AM only 144 Denise

Acequia to East Minico  
251 Loli  
134 Brecca

Rupert Elementary to Minico -  
261 Cynthia 7:15

East Minico to Minico -  
133 Lynette 7:15

Paul Elementary to Minico -  
AM 145 Margaret  
AM 154 Jon  
PM 145 Margaret  
PM 233 Sheila

Heyburn Elementary to Minico-  
115 Galen  
181 Susan McHenry

Paul Elementary to West Minico -  
165 Chris  
243 Carrie  
182 Nathan

Heyburn Elementary to West Minico  
191 Mary Kay  
192 Steve  
174 Ed  
183 Jonathan

Minico to Mt Harrison  
AM 145 Margaret  
PM. 181 Susan McHenry

Paul to Minidoka Jr High  
231 Teri

Heyburn to Minidoka Jr High  
192 Steve

Acequia to Minidoka Jr High  
251 Loli

Acequia to St Nicks  
251 Loli

Paul to St Nicks  
AM 241 Edith  
PM 174 Ed to West then  
243 Carrie to Paul

Heyburn to St Nicks  
174 Ed

Ag - 182 Nathan  
West Tutors - 165 Chris  
East Tutors - 241 Edith  
Boys & Girls Rupert PM Club -  
134 Brecca

—

**WHILE THEY'RE OUT**

SCRIPTED ROLEPLAY

**Setting the Stage:**  
Your parents are out late. Your partner comes over, hoping to have sex with you. You have kissed each other in the past, but that is as far as you want to go. You don't want to take off any of your clothes. You don't want to have sex. You really just want your partner to stop harassing you.

**Person 1:** Why are you stopping now?  
**Person 2:** Because I can't do this.  
**Person 1:** No you can, it's easy. Let me help you unbutton your shirt, baby.  
**Person 2:** No, don't. I really don't want to do this.  
**Person 1:** Why not? Come on, I love you and I want to have sex with you.  
**Person 2:** I know, but I don't want to have sex. This is serious. I'm not ready for this kind of commitment.  
**Person 1:** What commitment? What are you talking about?  
**Person 2:** I'm not ready. I don't want to have to worry about HIV and other STDs, or about pregnancy. I have other things to be concerned about, like my goals, school, and so on. But I need you to understand that "no" can't involve sex right now. It doesn't mean it never will, but I'm just not ready at this point in my life. There are lots of other things we can do to show we care about each other. I hope you can understand how I feel.  
**Person 1:** I can. It makes sense.  
**They kiss and decide to go to the movies.**

Making a Difference! STUDENT WORKBOOK

Handout/Student Workbook

**WHILE THEY'RE OUT**

UNSCRIPTED ROLEPLAY

**Setting the Stage:**  
Your parents are out late. Your partner comes over, hoping to have sex with you. You have kissed each other in the past, but that is as far as you want to go. You don't want to take off any of your clothes. You don't want to have sex. You really just want your partner to stop harassing you.

**Person 1:** Why are you stopping now?  
**Person 2:**  
**Person 1:** No you can, it's easy. Let me help you unbutton your shirt, baby.  
**Person 2:**  
**Person 1:** Why not? Come on, I love you and I want to have sex with you.  
**Person 2:**  
**Person 1:** What are you talking about?  
**Person 2:**  
**Person 1:** I can. It makes sense.  
**They kiss and decide to go to the movies.**

Making a Difference! STUDENT WORKBOOK

Handout/Student Workbook

8

MODULE

ROLEPLAYS: REFUSAL AND NEGOTIATION SKILLS

**GOALS**

The goals of this module are to:

- Increase participants' communication, negotiation and refusal skills regarding abstinence.
- Enhance participants' ability to resist situations that place them at risk for pregnancy, HIV and other STDs.
- Increase participants' sense of pride and responsibility in negotiating abstinence.

**LEARNING OBJECTIVES**

After completing this module, participants will be able to:

- Identify strategies for negotiating abstinence in romantic relationships.
- Identify and explain the characteristics of saying "NO" effectively.
- Identify and explain the body language needed for saying "NO" effectively.
- Express confidence in their ability to say "NO" in risky situations involving sexual behaviors.
- Demonstrate the ability to negotiate abstinence with a partner.
- Express pride in sticking to their decision to abstain from risky sexual behaviors.

**MODULE PREVIEW**

The eighth module: (1) increases participants' motivation to practice abstinence; (2) builds skills to negotiate abstinence; (3) allows participants to rehearse negotiation skills and receive feedback; and (4) reinforces participants' sense of pride in choosing abstinence.

### STRATEGIES/METHODS

- SWAT Technique
- Roleplays
- Talking Circle

### MATERIALS NEEDED — INCLUDED IN IMPLEMENTATION KIT

- SWAT poster
- *Negotiation and Refusal Skills Charts 1A, 1B, 2, 3 & 4*
- *Observer Checklist* poster
- *Roleplay Guidelines* poster
- Handouts or student workbooks:
  - » *Roleplay A: Jamie and Taylor*
  - » *Roleplay B: Justice and Angel*
  - » *Roleplay C: Jesse and Chris*
  - » *Roleplay D: Devon and Jadon*
  - » *Roleplay E: Casey and Alex*
  - » *Roleplay F: Reggie and Jasmine*
  - » *Roleplay G: Pat and Sam*
  - » *Observer Checklist*

### MATERIALS NEEDED — NOT INCLUDED IN IMPLEMENTATION KIT

- Pencils/pens
- Masking tape

### PREPARATION NEEDED

1. Hang the SWAT poster, *Observer Checklist* poster, *Negotiation and Refusal Skills Charts* and *Roleplay Guidelines* poster.

**INSTRUCTIONAL TIME: 60 minutes**

### ACTIVITY

### MINUTES NEEDED

A. Introduction to SWAT: Abstinence Negotiation Skills .....	10
B. Enhancing SWAT: Partner Roleplaying .....	40
C. Talking to Your Partner About Abstinence: Information Review .....	5
D. Talking Circle .....	5

## STRATEGIES/METHODS

- Group Discussion
- Problem-Solving Scenarios
- Roleplays
- Forced Choice

## MATERIALS NEEDED — INCLUDED IN IMPLEMENTATION KIT

- *Expressing Physical Affection* signs
- *Agree/Disagree* signs
- SWAT poster
- *Negotiation and Refusal Skills Charts 1A&1B*
- *Observer Checklist* poster
- Handouts or student workbooks:
  - » *Peer Pressure Scenarios 1–4*
  - » *While They're Out* (Scripted and Unscripted Roleplays)
  - » *Observer Checklist*

## MATERIALS NEEDED — NOT INCLUDED IN IMPLEMENTATION KIT

- Markers
- Masking tape
- Index cards

## PREPARATION NEEDED

1. Hang the *Expressing Physical Affection* and *Agree/Disagree* signs.
2. Hang the SWAT poster, *Observer Checklist* poster, and *Negotiation and Refusal Skills Charts 1A and 1B*.

## INSTRUCTIONAL TIME: 60 minutes

ACTIVITY	MINUTES NEEDED
A. Understanding Peer Pressure .....	10
B. Responding to Peer Pressure .....	20
C. Knowing and Setting Physical Limits .....	15
D. Introduction to SWAT and Scripted Roleplays .....	15

## ACTIVITY

# A

### PREPARING FOR THE ACTIVITY

#### RATIONALE

If participants understand how pressures from their peers can affect their sexual decision making and behaviors, even when the pressures are subtle, they will be better equipped to resist those pressures.

#### MATERIALS

- *Agree/Disagree* signs
- Masking tape

#### TIME

10 minutes

## UNDERSTANDING PEER PRESSURE

### PROCEDURE

1. Hang the *Agree* and *Disagree* signs on opposite sides of the room.
2. Explain the following,
  - » We talked earlier about how peer pressure can influence young people's ability to make safe sexual choices. In this next activity, we will try to understand peer pressure.
3. Explain the directions,
  - » I am going to read some statements. You are to stand under the sign that best reflects your feelings about each statement. You are not allowed to stay in the middle, but must take a stand. If you agree with a statement, stand under the *Agree* sign. If you disagree, stand under the *Disagree* sign. Once you are in position, I will ask you to explain your choice.

### FACILITATOR'S NOTE

If everyone stands under the same sign, ask the group members why they think no one chose the other option. If only one person stands under a sign, compliment this person for having the courage to make a choice that differs from the group and carefully ask why the person made that choice. Be sure the person clearly understood the statement. Give participants a chance to change their minds after the explanations and before you move on to the next statement.

(On District or School Letterhead)

Dear Family,

Your student has the opportunity to be involved in a program called *Making a Difference!* The lessons teach an abstinence approach to preventing sexually transmitted infections (STIs), including HIV, and pregnancy. Students will learn how HIV and other STIs are transmitted and how teens can best protect themselves and also prevent unplanned pregnancy. Abstinence, choosing not to have sex, will be given as the best choice for students. Students will learn and practice ways to resist pressure to have sex. Communication and decision-making skills will be taught throughout the lessons.

*Making a Difference!* is an evidence-based program and has been approved by the School Board.

As part of this program, your student will be asked to complete an entry and exit survey. These surveys are voluntary and anonymous. The intent is to assess the impact of the program on participants' knowledge and behavior as a result of participating in the program. Results from the surveys help improve the program, and your student has the option to opt out of completing any part or all of the survey at any time. Demographic information will NOT be collected. Results from the surveys help improve the program, and your student has the option to opt out of completing any part or all of the survey at any time.

Adria Masoner, a Health Education Specialist from South Central Public Health District will teach the classes. She has been teaching Abstinence Based Education in Minidoka School District for over 12 years.

You are welcome to preview the *Making a Difference!* program materials. Please contact Adria Masoner (208) 654-7403 or amasoner@phd5.id.gov and she will send you a link to preview the program.

Classes will be taught during Advisory class on a weekly basis beginning Month X, 2024. If you would like your student to participate in the *Making a Difference!* Program, you must either complete the permission slip at the end of this letter and return it to school or call the school or call and leave a message by Monday, Month X, 2024.



I, \_\_\_\_\_ (Parent, Guardian) want my student (name),  
\_\_\_\_\_, to participate in the Making a Difference!

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Aug 14, 2024

Dear Parent/Guardian,

Mt. Harrison High School is offering an abstinence-based education program called "Reducing the Risk" (RTR). It will be taught in all Health classes.

This evidence-based curriculum (which has been approved by the School Board) will be taught by a Health Educator from South Central Public Health Department. The following topics of disease and pregnancy prevention will be addressed:

- Abstinence will be stressed as the only 100% guaranteed method of STD and pregnancy prevention.
- Skills for avoiding high-risk situations will be taught (Refusals, Delay tactics, and Role-playing to practice handling high-risk situations)
- Contraception (female and male methods): Effectiveness, side effects, and the appropriate use of contraception will be discussed.
- Sexually Transmitted Diseases (STDs): Long-term physical and emotional consequences, in addition to symptoms and prevention. The types of sexual activities where STDs can be contracted will be discussed.

As part of this program, your student will be asked to complete an entry and exit survey. These surveys are voluntary and anonymous. The intent is to assess the impact of the program on participants' knowledge and behavior as a result of participating in the program. Demographic information will NOT be collected. Results from the surveys help improve the program, and your student has the option to opt out of completing any part or all of the survey at any time.

If you would like your student to participate in this class, please sign this form and return it to your student's Health teacher by **Thursday, Sept 5, 2024**.

If you would NOT like your student to participate, they will be assigned to another location during the times this class is being taught. They will work independently on similar content.

Please feel free to contact Adria Masoner (208-654-7403) or amasoner@phd5.id.gov at South Central Public Health if you would like to review the curriculum or if you have any questions.

---

### Parent/Guardian Consent Form

I, \_\_\_\_\_ (print name) certify and declare, under penalty of perjury, that I am the legal parent/guardian of \_\_\_\_\_ (print minor student's name).

\_\_\_\_\_ I **give my student permission** to participate in Reducing the Risk.

\_\_\_\_\_ I **do not give my student permission** to participate in Reducing the Risk and understand that my student will be assigned to another location during the times this class is being taught. They will work independently on similar content.

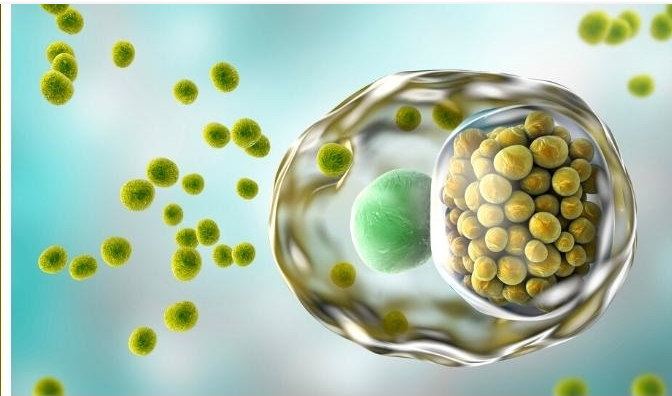
Parent/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# REDUCING THE RISK

Building Skills to Prevent Pregnancy, STIs & HIV

# STDs/STIs Overview



# STDs/STIs Overview

- A sexually transmitted disease/infection is an infection passed from person to person through sexual contact.

- This includes any close contact with genital area, including oral, vaginal, or anal sex.



# STDs/STIs Overview

## Bacterial

- Chlamydia
- Gonorrhea
- Syphilis

## Parasites

- Pubic Lice (Crabs)
- Scabies
- Trichomoniasis (Trich)

**Can be cured**



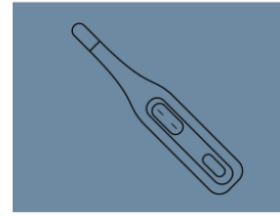
## Viral

- HPV Infection
- Herpes
- HIV/AIDS
- Hepatitis A, B, & C<sup>4†</sup>

**Can be treated  
But not cured**



# Symptoms



- Burning, itching, pain or irritation of genitals or mouth
- Unusual Discharge or fluid that smells or is discolored from penis or vagina
- Painful urination
- Pain during sex
- Bleeding outside menstrual period
- Sores, rashes, or warts on genitals or mouth
- Fe

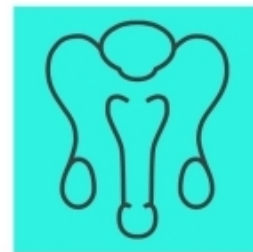
142

Many people have **no signs** of an  
STD

# Where?

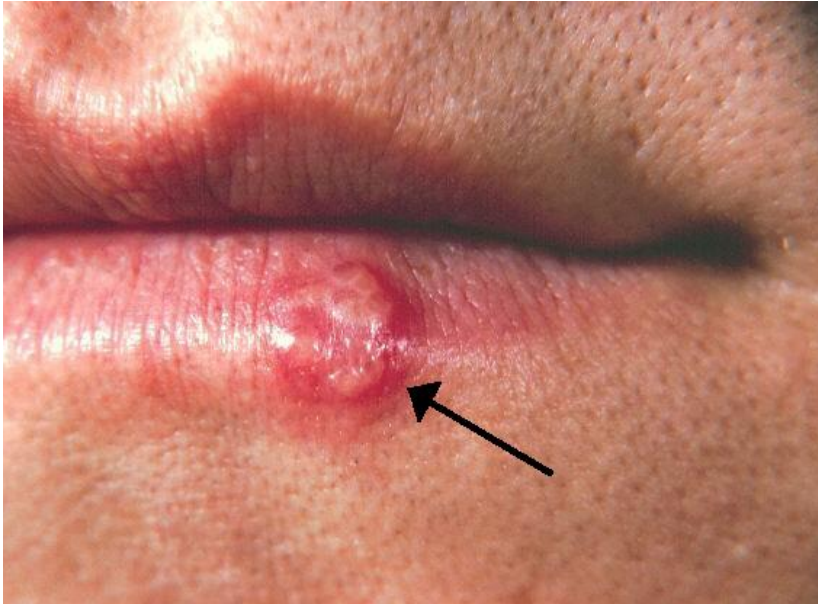
## ❑ Different STDs can occur in these areas:

- ❑ Vagina, vulva, cervix, fallopian tubes, and uterus
- ❑ Lips, mouth, and throat
- ❑ Penis & Testicles
- ❑ Anus
- ❑ Eyes, hands, brain



# What do STDs look like?

Herpes simplex virus  
on lips = **Cold sores**



**Syphilis** sores (lesions)  
on palms of hands =  
palmar lesions

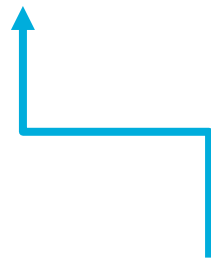
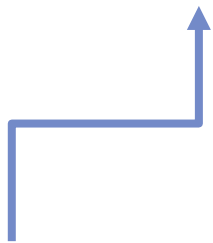
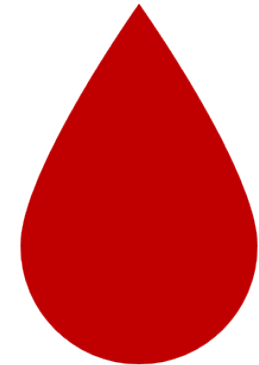


# If you don't seek treatment...

- ❑ Some STDs if not treated can cause or increase the risk of:
  - ❑ **Pain**
    - ❑ **Weakened Immune System**
  - ❑ **Cancer** of the cervix, penis, vagina, mouth, throat, and anus
  - ❑ **Infertility** (difficulty having children) & **Birth Defects**
  - ❑ **Death**

# STDs/STIs Transmission

1. Contact with Body Fluids  
(Semen, Vaginal Fluids, Blood)



146

2. Close Skin to Skin

Skin  
Fluid  
Sores



3. Sharing  
needles  
Drugs  
Piercing  
Tattoos



4.



# HOW TO PREVENT

SEXUALLY TRANSMITTED DISEASES

# Prevention

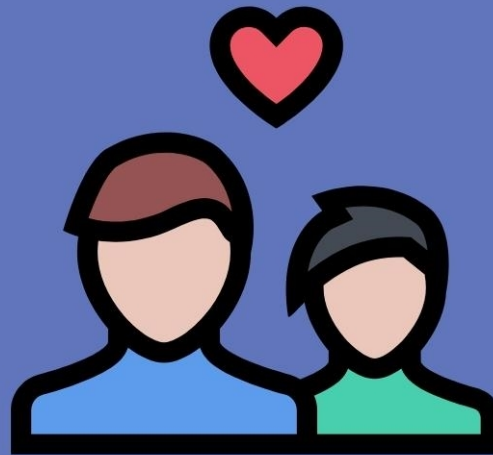
## Practice Abstinence

100% sure way of preventing STDs



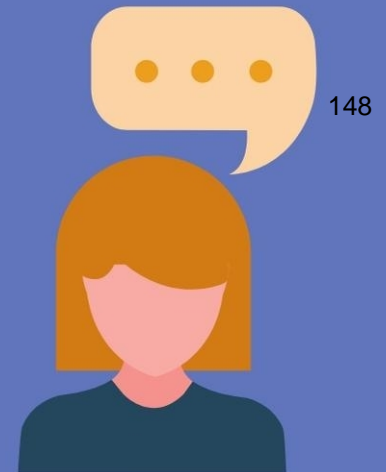
## Have Fewer Partners

Have sex with 1 person that only has sex with you



## Talk with your Partner

Talk with your partner about STDs before sex



# Prevention

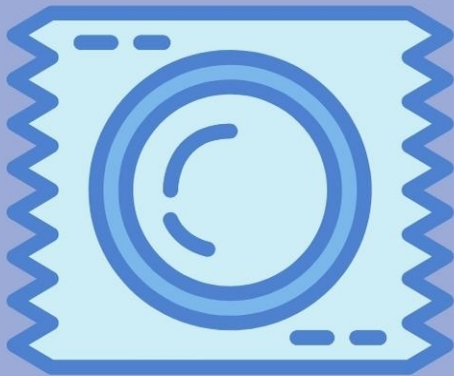
Use

## Condoms

If you do have sex,

Use a **condom**

**100%** of the time to help reduce your risk of STDs



Get

## Vaccinated HPV

## Vaccination

safe and effective to prevent genital warts and cancer

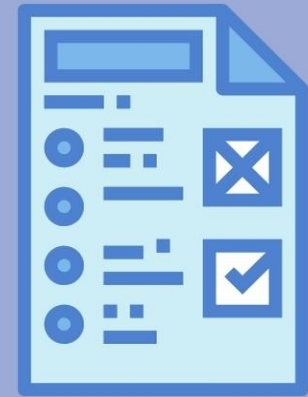


Get Tested

Many STDs **DON'T** have symptoms

Get Tested

**Before** a new partner



# Testing

## When

**Before** having sex with a new partner

If you don't know your status

## Where

Family Doctor

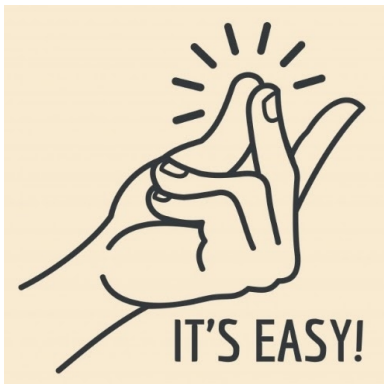
Family Health Services

## How

Tests are easy, quick, and often free

Confidential and private

Urine test or swab



If you test

positive

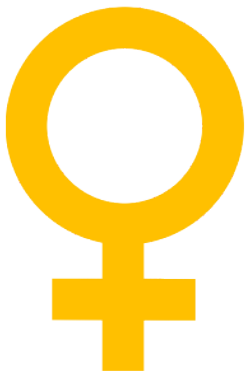
**Getting an STD is not the end.**

Many STDs are curable and all are treatable

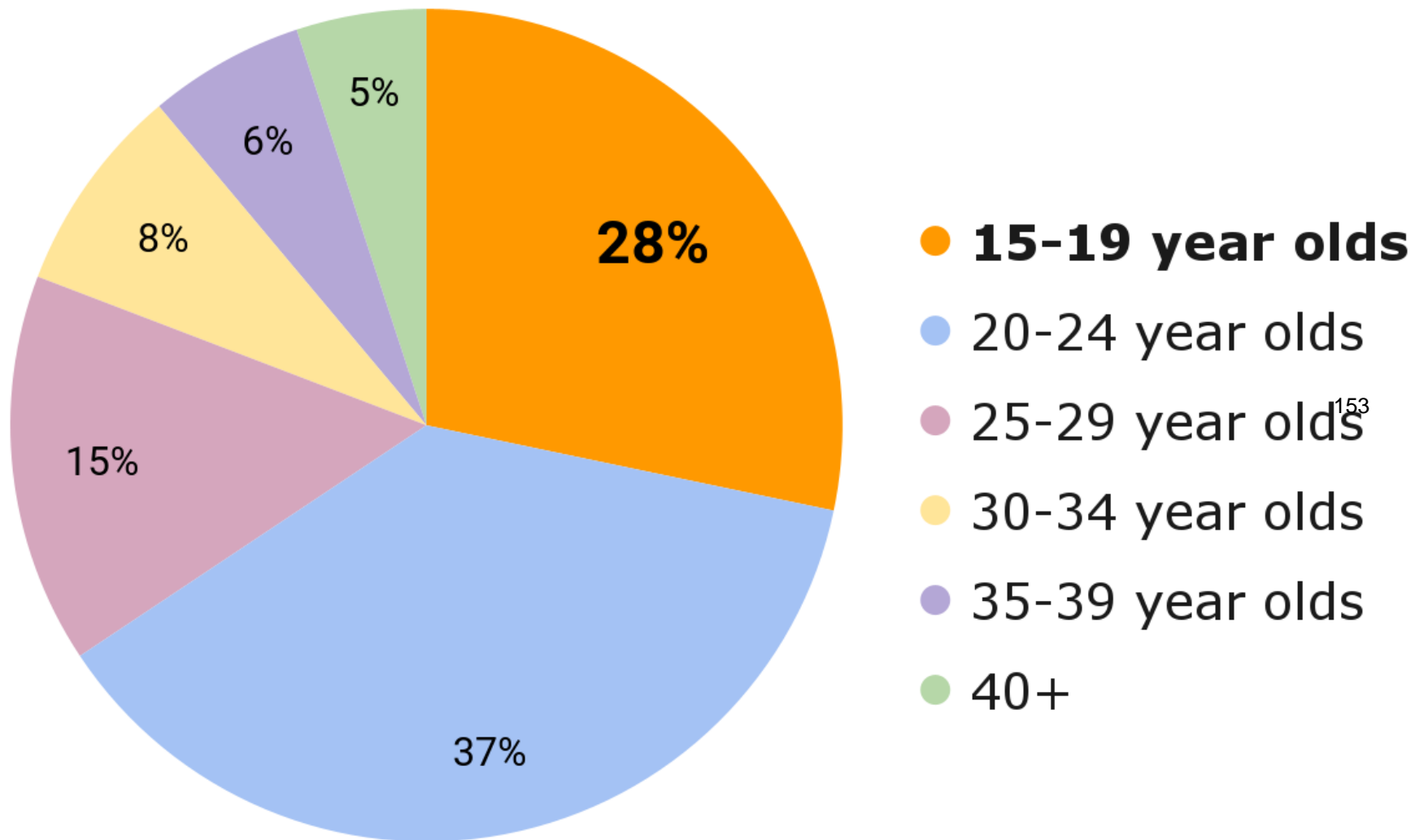
- Talk to your doctor if you have symptoms
- Get tested
- Take medication as prescribed

# Who gets STDs?

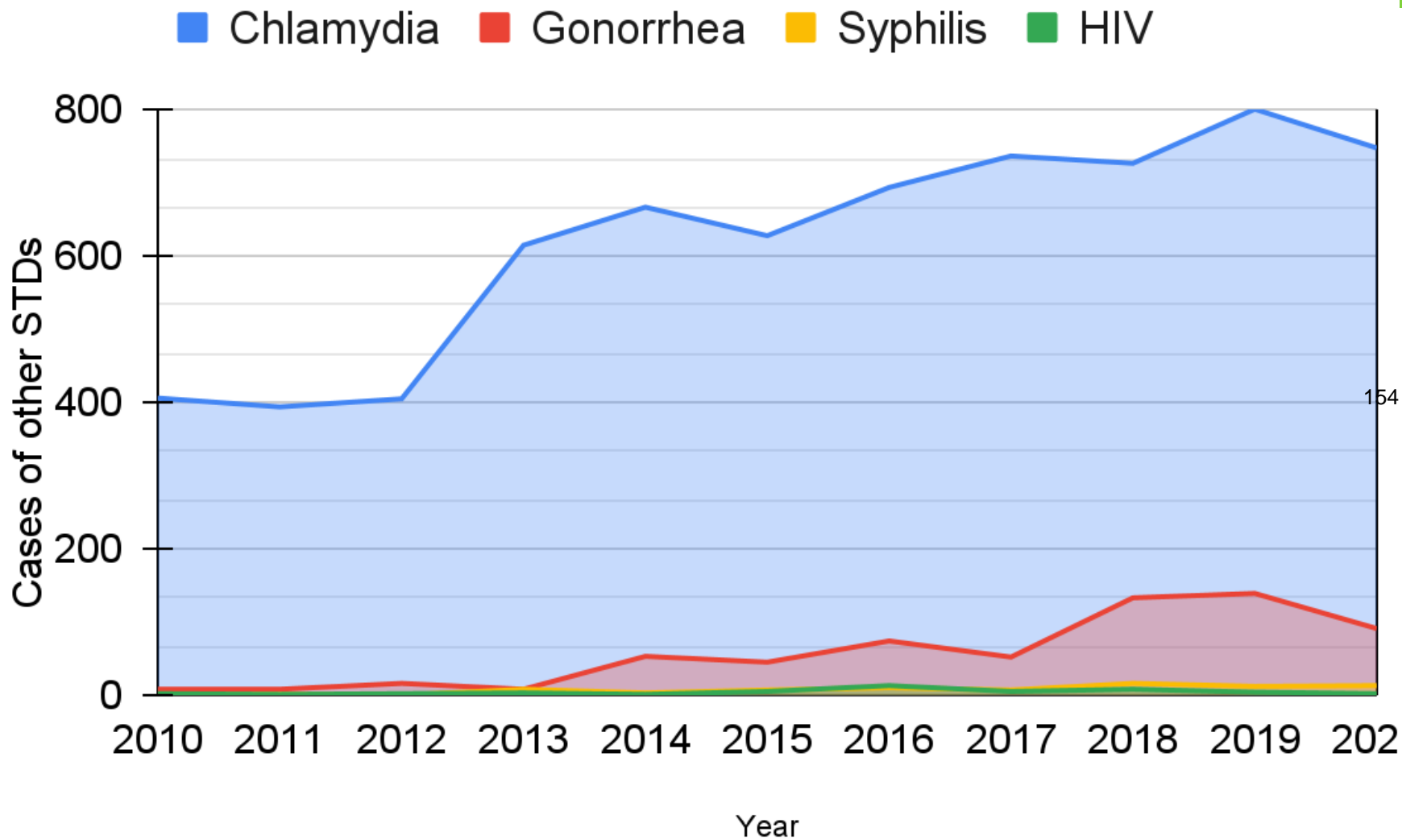
- Children from their mother at birth
- People who have sex with an infected partner
- Females and Males
- People of all ages
- Higher risk:
  - Multiple partners
  - Unprotected sex
  - Using injected drugs or sharing needles for tattoos or piercings <sup>152</sup>
  - **15-24 year-olds**
  - Using drugs or alcohol during sex



# STDs cases by Age Group, South Central Idaho, 2020



# Cases of STDs in Southern Idaho





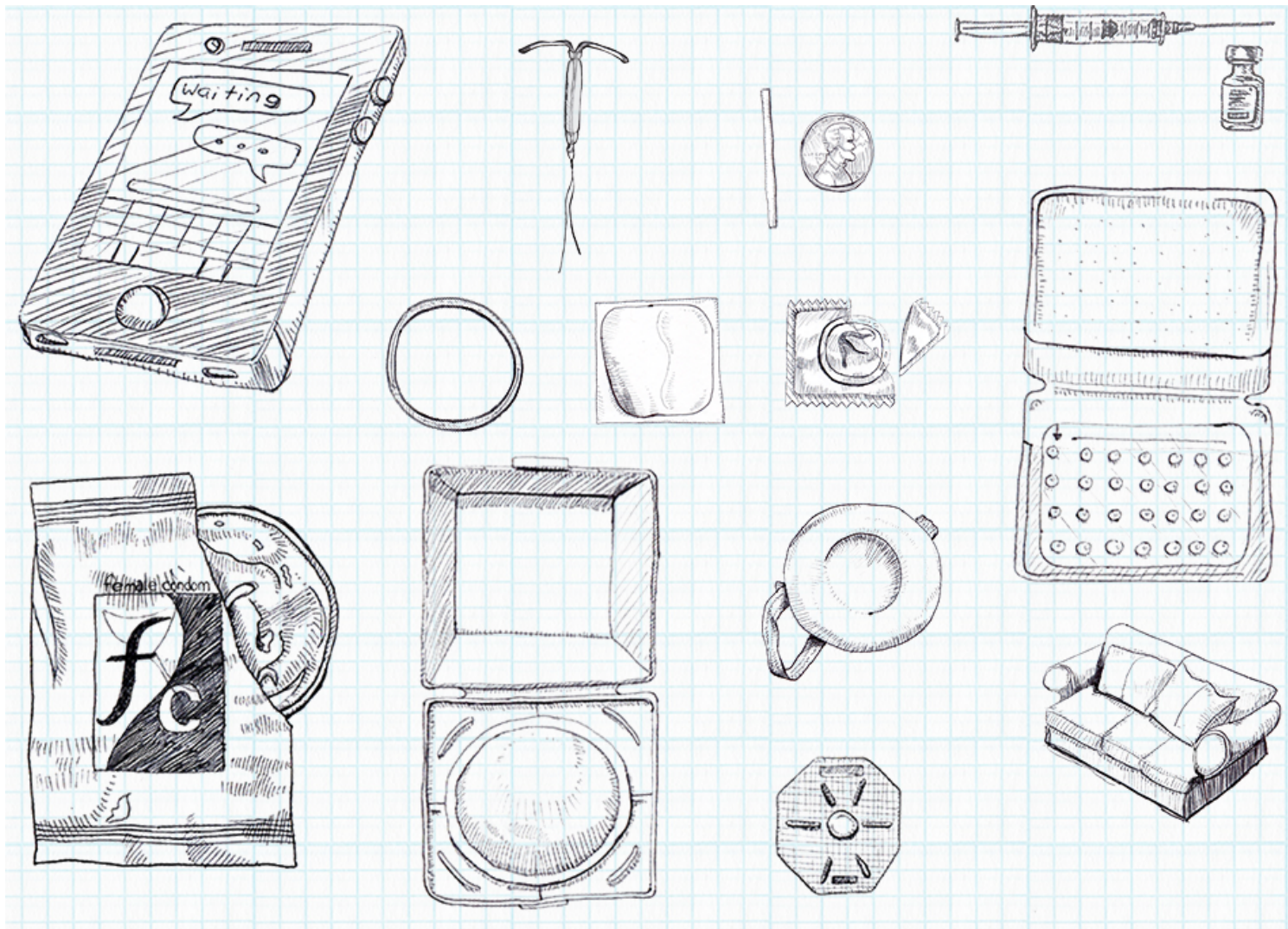
# REDUCING THE RISK

Building Skills to Prevent Pregnancy, STIs & HIV

# Lessons 7

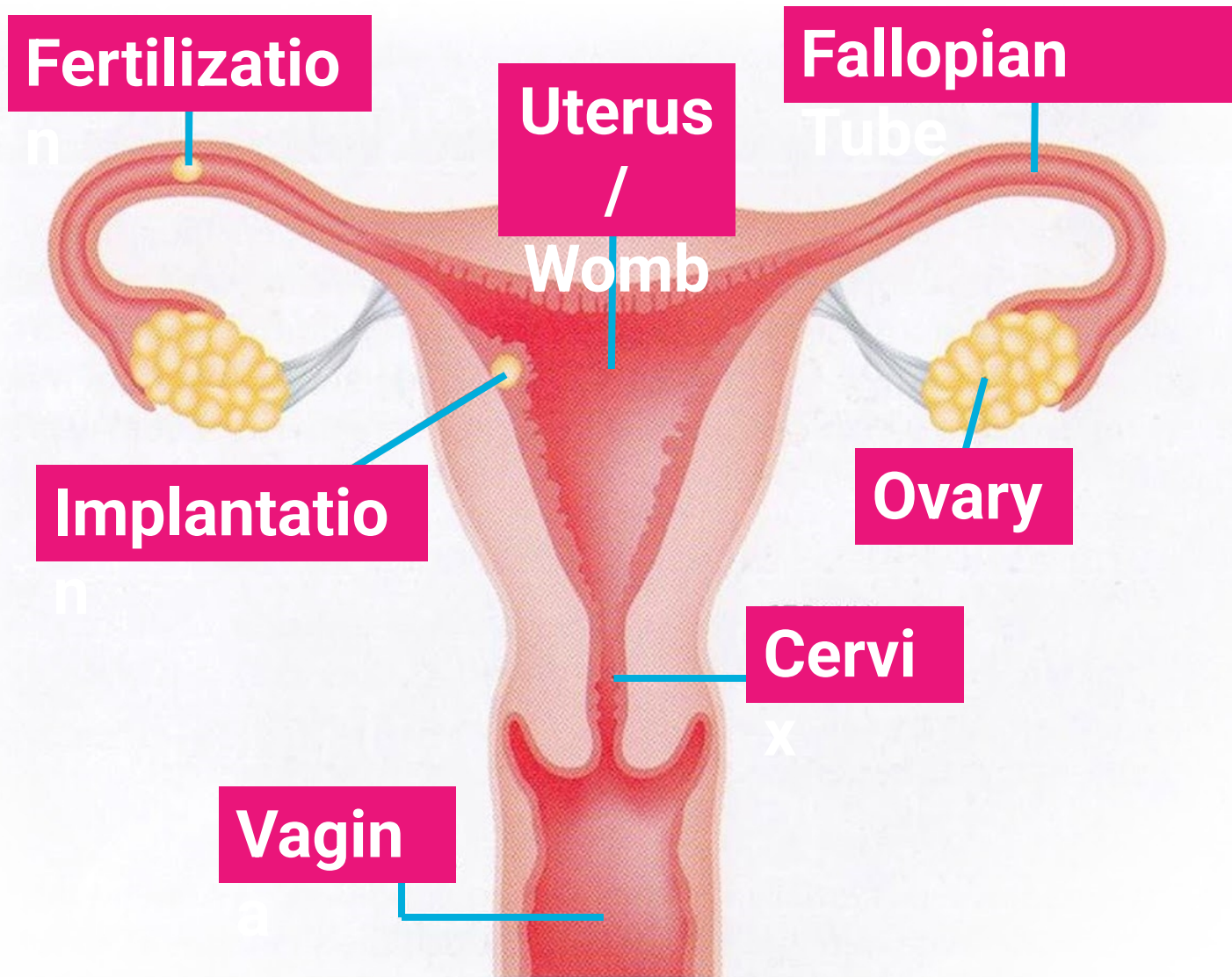
## Getting and Using Protection I

# Types of Birth Control (Contraceptives)

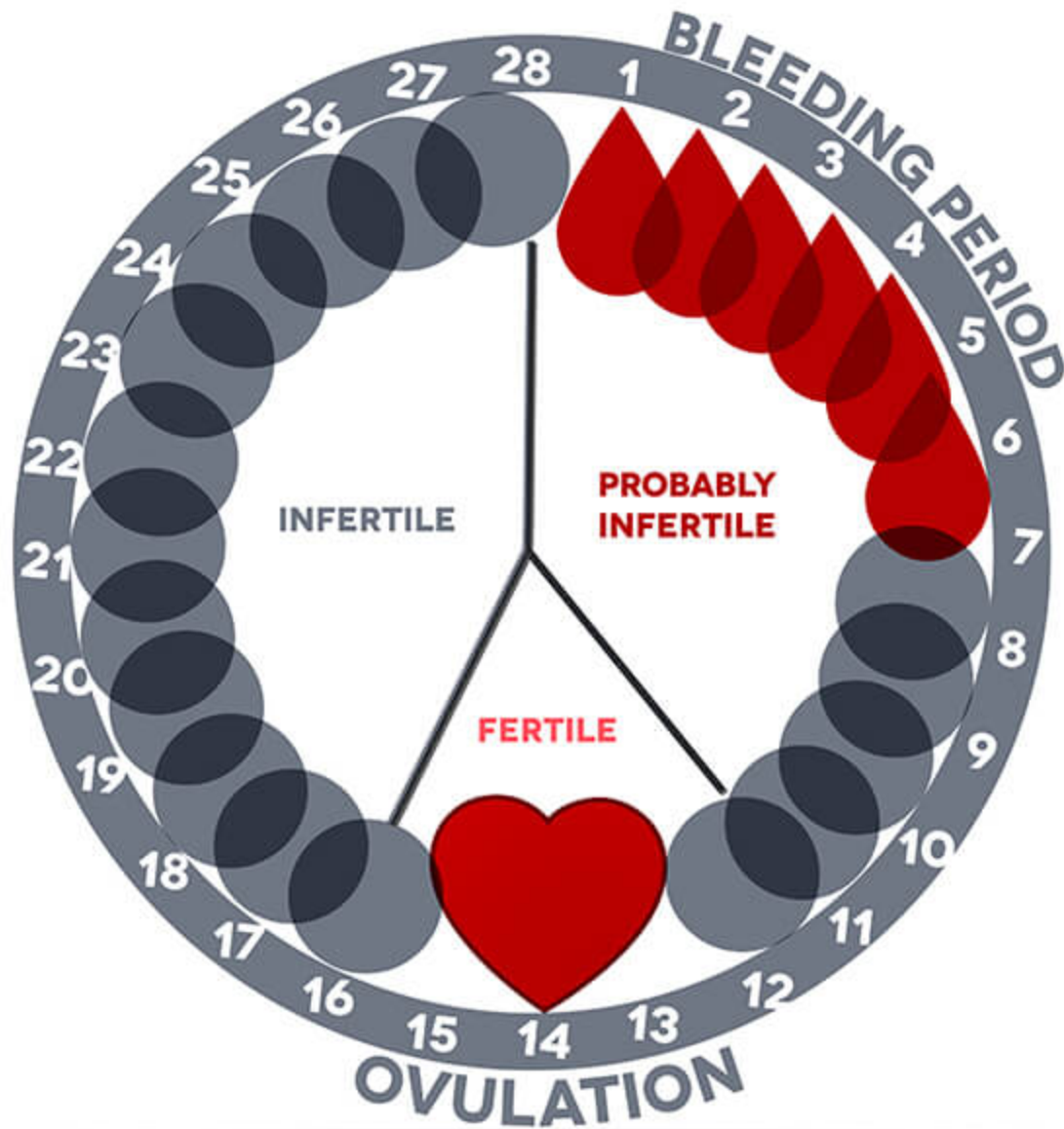


# Reproductive Systems

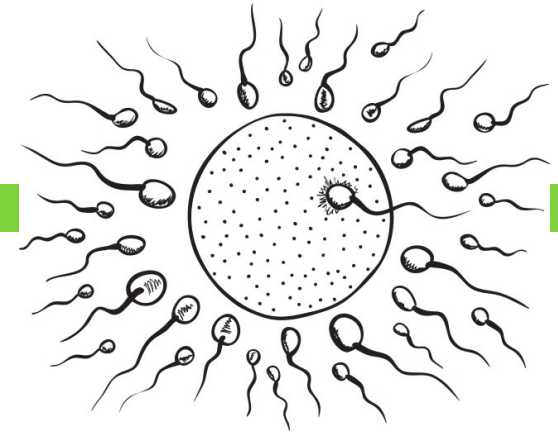
# Reproductive System



# Menstrual Cycle



# Fertility Time



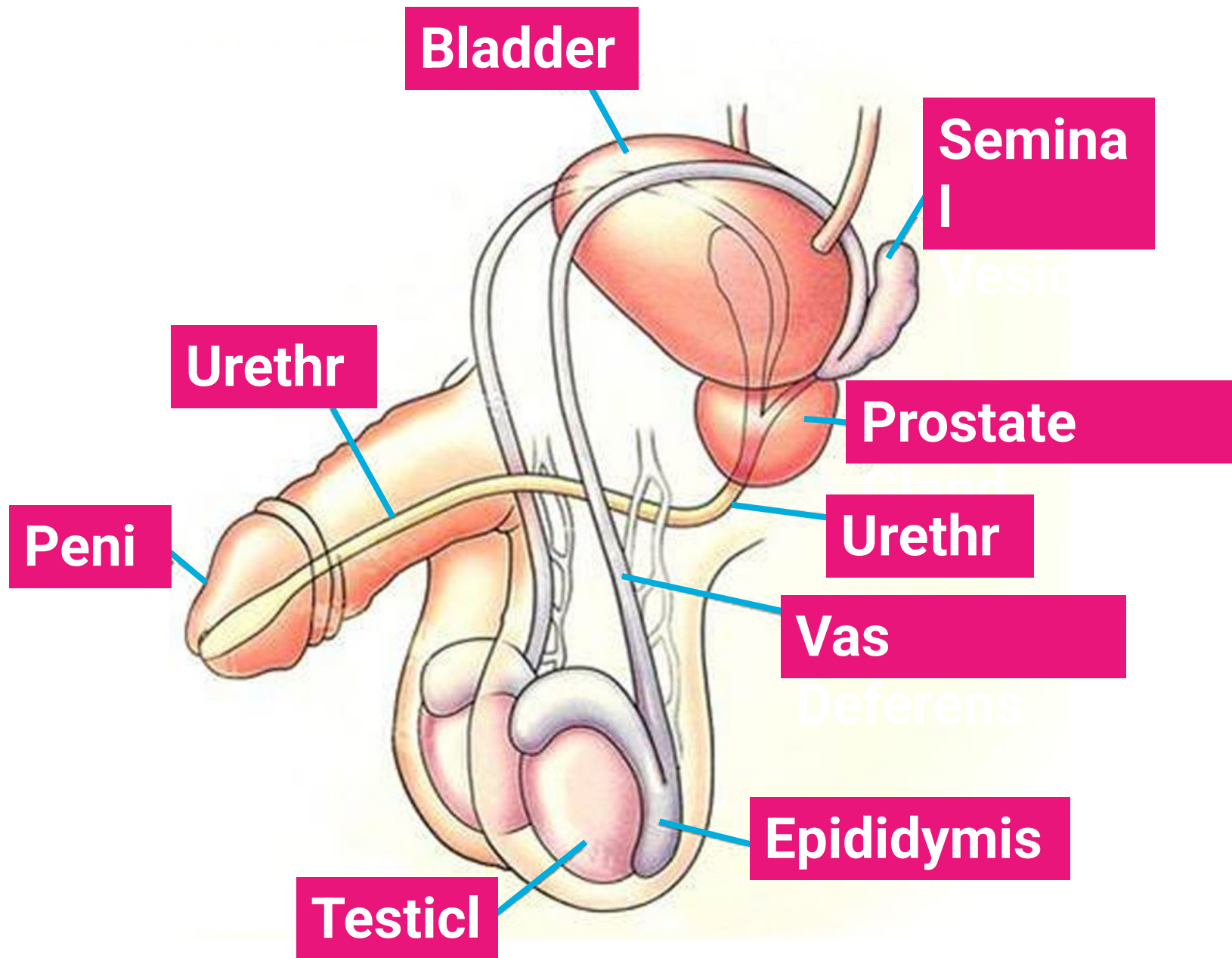
Sperm lives in female  
reproductive system **3-7 Days**  
days

After Ovulation  
Egg lives 2-3 days

If you have unprotected sex a few days  
before, during, or after ovulation, pregnancy  
**CAN** occur.

# Reproductive System

# Reproductive System



# When considering what method to use, answer the following:

- **How effective is it at Preventing Pregnancy**
  - 0% – 100%
  
- **Can it help protect against STIs/STDs**
  - Yes or No

# Caution!

## Correct Use

- Read and understand all instructions
- Follow instructions
- Use 100% of the time

## Correct Time

- You feel comfortable
- You've talked to your partner about STDs and pregnancy
- You have birth control available

# Hope or Using No Birth Control

0% Effective Preventing Pregnancy

Doesn't prevent

- How effective is it at Preventing Pregnancy
  - 0% effective
  - In 1 year of unprotected sex, 90% of couples will have a pregnancy
- Can it help protect against STIs/STDs
  - No



# Withdrawal

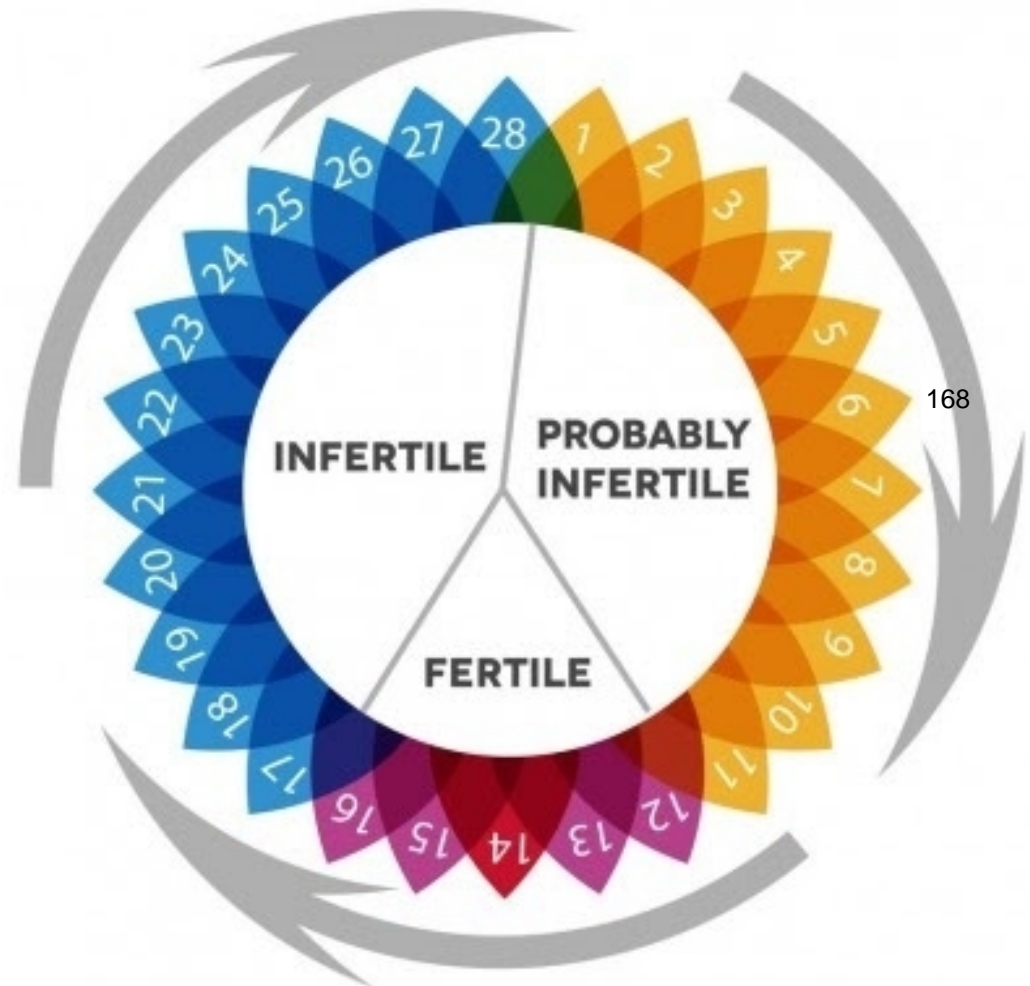
75% Effective Preventing  
Pregnancy  
Doesn't prevent

- ❑ Man withdraws (pulls out) penis from vagina before ejaculation
- ❑ Drawbacks:
  - ❑ Not very effective because sperm can live in pre-ejaculate, even with early withdrawal, there is chance of pregnancy.
  - ❑ Stressful

# Rhythm

75% Effective Preventing  
Pregnancy  
Doesn't prevent

- Keep track of menstrual cycle, body temp., vaginal mucus  
Have sex only during “safe” (infertile) days.
- Drawbacks: Predicting ovulation is difficult. Sperm can live inside woman’s body for days. **Difficulty in method means many accidental pregnancies.**



# Hormonal Birth Control

Doesn't  
prevent

STDs/STIs

Works by preventing ovulation, and thickening cervical mucus. Thickened mucus blocks sperm and keeps it from joining with an



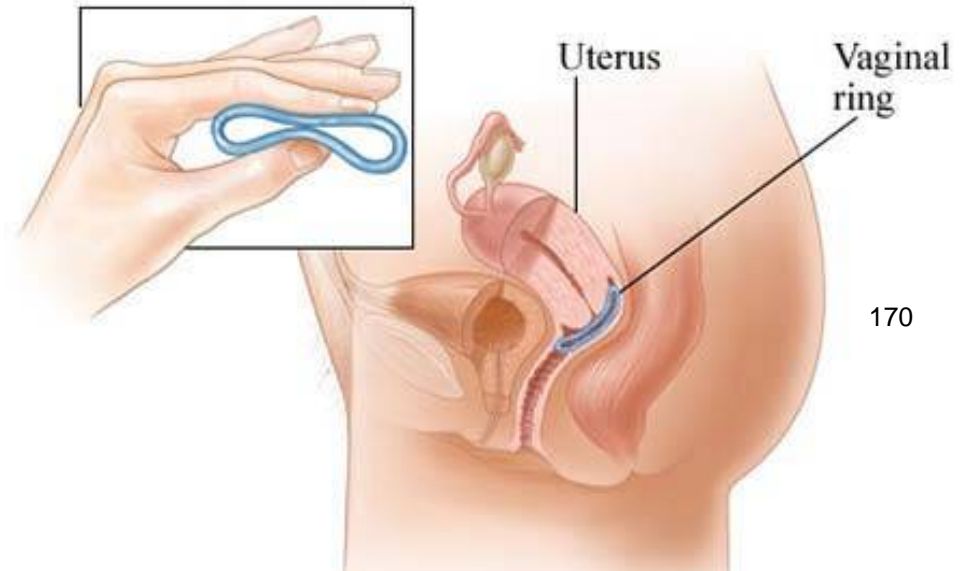
# Hormonal Birth Control

Doesn't  
prevent



Hormonal Patch  
Placement

**Change once a  
week**



Nuvaring  
Placement

**Change every 3  
weeks**

99% Effective  
Preventing Pregnancy

Doesn't prevent  
STDs/STIs



**The Pill:** Take one pill at the **same time every day**. \$0 (with insurance)  
\$20 per month (without insurance)



**The Patch:** Place an adhesive patch on the hip or lower back. Change once a week. \$0 (with insurance)  
Up to \$150 (without insurance)



**The Ring:** Place flexible ring in vagina. Sits around the cervix. Remove after three weeks. \$0 (with insurance)

94% Effective Preventing

Pregnancy  
Doesn't prevent

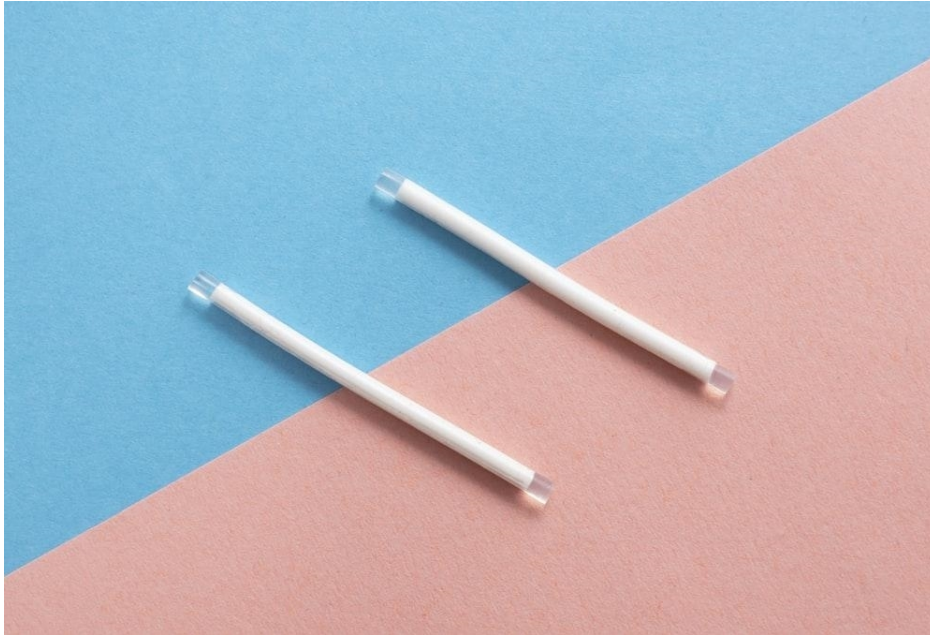
# Depo-Provera (Birth Control Injection)



- Injection of hormone progestin every 3 months into arm
- Benefits: Lighter periods and less to remember. <sup>172</sup>
- Drawbacks: **irregular periods** (after one year, may stop completely), possible weight gain, depression, calcium depletion in bones.
- \$0-\$150 every 3 months

# Arm Implant (Nexplanon, Implanon)

99% Effective Preventing  
Pregnancy  
Doesn't prevent



- Benefits: Only have to think about birth control every 3 years.
- Drawbacks: Procedure to remove, possible headaches, weight gain, nausea

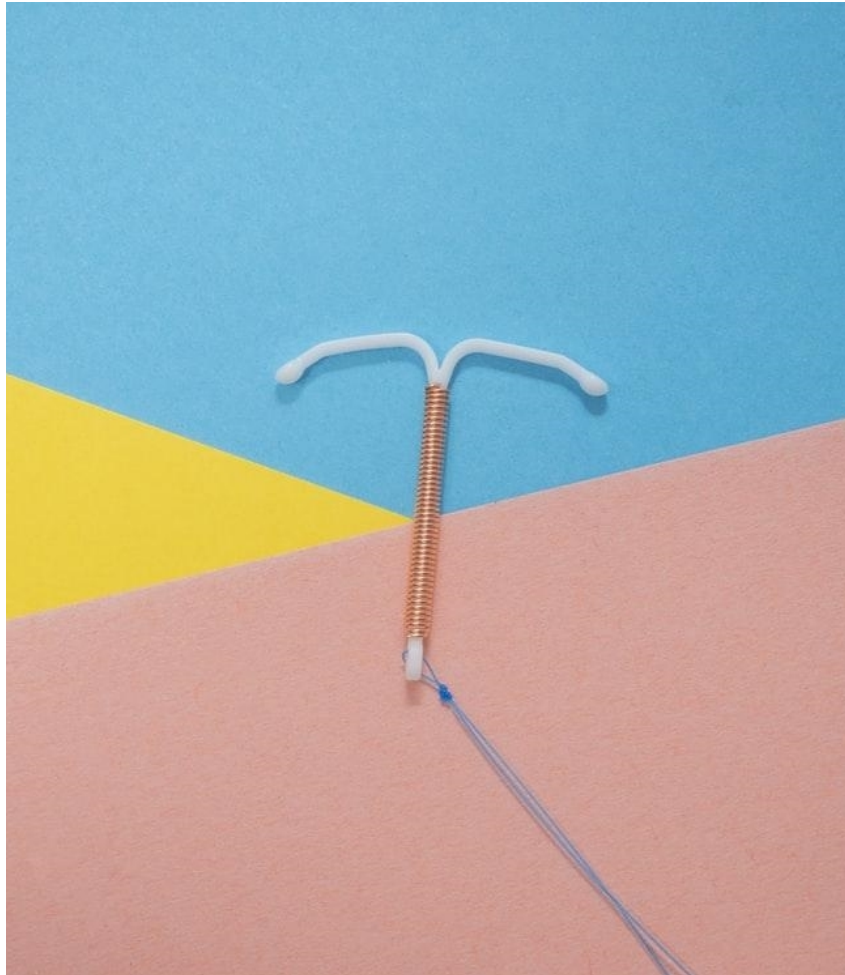
- Thin flexible plastic implant the size of match, inserted under skin of upper arm
- Contains Progesterone
- Protects against pregnancy for 3-5 years

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# IUD (Intrauterine Device)

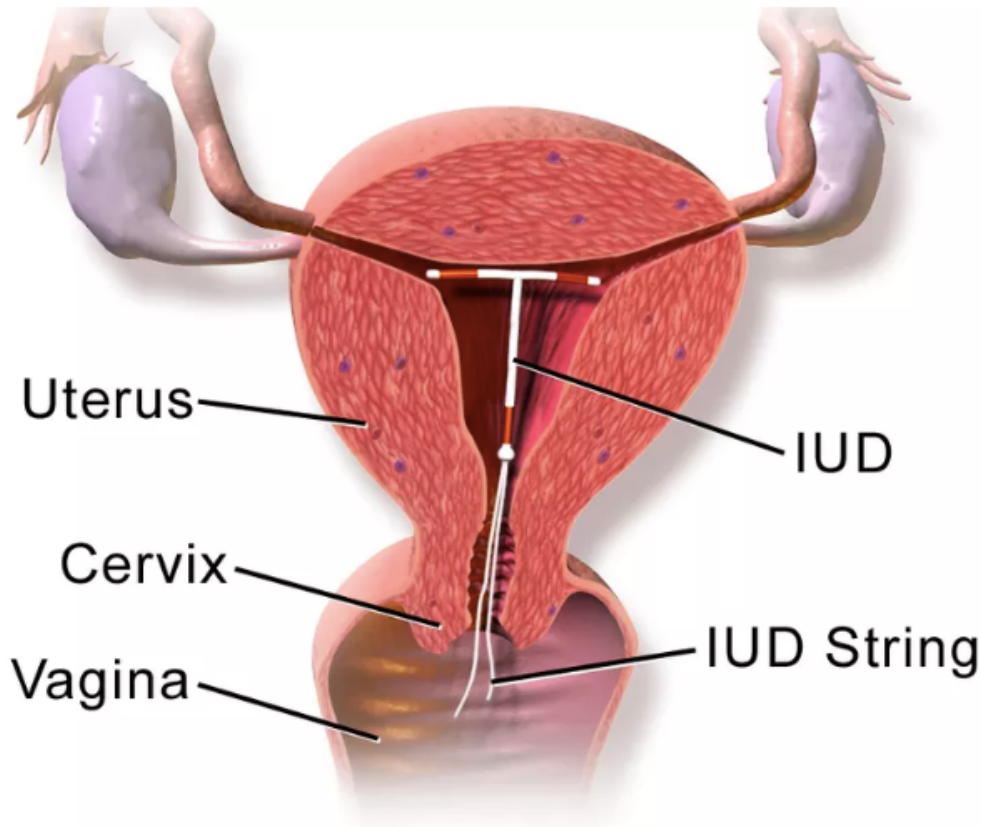
99% Effective Preventing  
Pregnancy  
Doesn't prevent



- Small T-shaped device inserted into the uterus by doctor
- ParaGard **effective for 10 years**; plastic & copper; affects sperm movement<sup>174</sup>
- Mirena **effective for 5 years**; plastic with hormones; works like other hormonal birth control (prevents ovulation, changes cervical mucus

# IUD (Intrauterine Device)

99% Effective Preventing  
Pregnancy  
Doesn't prevent



- **Benefits:** Long term protection. Mirena may decrease or stop periods.
- **Drawbacks:** Possible heavier periods, spotting, cramping, difficult insertion for those who haven't had children

# Condoms



# External/ Male Condom

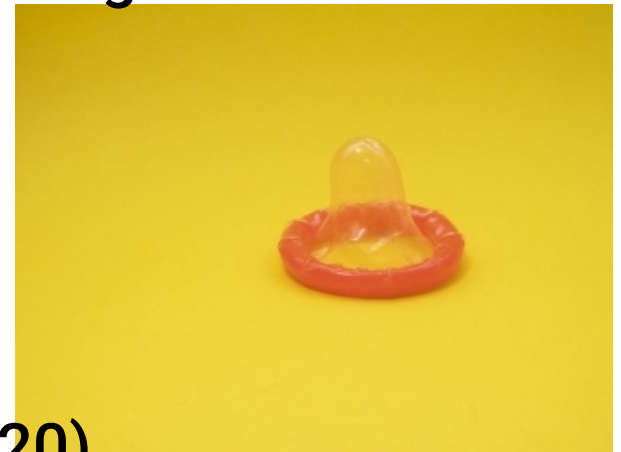
- 85-90% effective preventing pregnancy

□ Helps protect against  
STDS



- A polyurethane or latex sheath covers penis and collects semen, preventing sperm from entering vagina.

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- Drawbacks: Can leak or break
- Easy to find and inexpensive (Free - \$20)
  - Health Department, Family Health Services, Grocery/Drug Store

# Guidelines for Effective Condom Use

- Use only latex condoms, FDA approved for STI/Disease Prevention
- Make sure package is intact and expiration date is OK
- Do not store condoms where exposure to heat or sunlight might occur
- Open package carefully, avoiding tears or puncture by fingernails
- Do not test it for holes with air or liquid, as this may tear it

# Condom Use Cont.

- ❑ Never use two condoms, or re-use a condom
- ❑ If lubricant is used, never use oil or petroleum-based products such as Vaseline
- ❑ Always use water-based products, such as K-Y jelly or contraceptive foam
- ❑ Determine which way the condom unrolls, but do not unroll it before putting it on
- ❑ Hold ½ inch tip of condom to squeeze out air, leaving room for semen (many come with a reservoir tip)

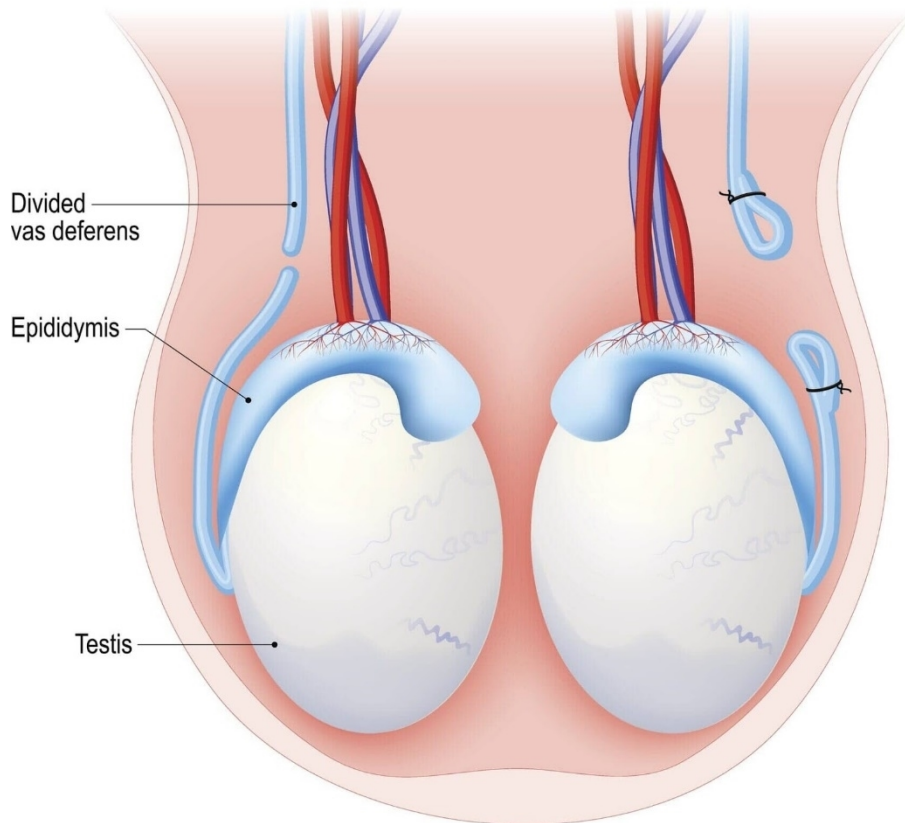
# Condom Use Cont.

- ❑ Roll condom all the way down to the pubic hair
- ❑ Do not pull at the condom while unrolling it
- ❑ Pull the penis out immediately after ejaculation, holding onto the rim of the condom, preventing spillage of semen
- ❑ Remove the condom away from your partner's body, and dispose of it in a sanitary manner

# Permanent Methods

99% Effective Preventing Pregnancy  
Doesn't prevent

## VASECTOMY



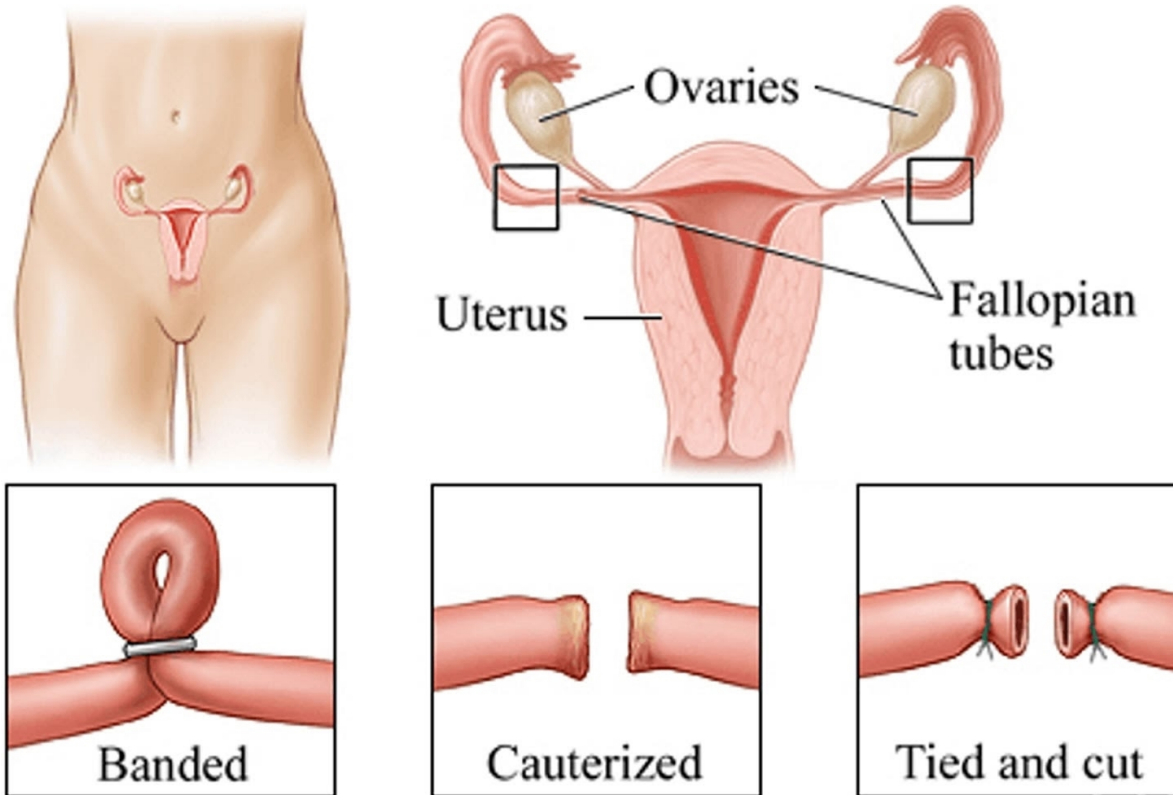
## □ Vasectomy

□ Tubes that transport sperm to semen (Vas deferens) are blocked or tied through the scrotum

□ Performed by a doctor at a Office/Clinic

# Permanent Methods

99% Effective Preventing Pregnancy  
Doesn't prevent



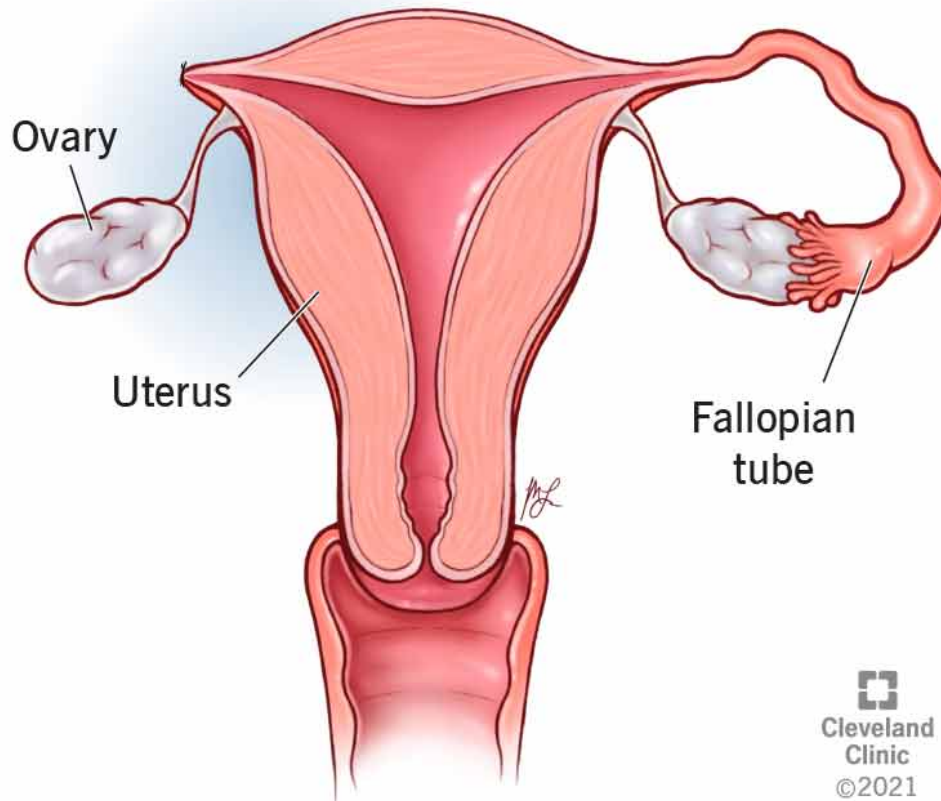
- **Tubal ligation**
  - Fallopian tubes are blocked or cut so that sperm and egg cannot unite.<sup>182</sup>
  - Performed by doctor at office/hospital
  - \$0-\$6000

# Permanent Methods

VERY Effective Preventing Pregnancy  
Doesn't prevent

## Salpingectomy

### Unilateral Salpingectomy



## □ Salpingectomy

- Fallopian tubes are removed so that sperm and egg cannot unite.

- Performed by doctor at office/hospital

- \$3,000-\$13,000

# Plan B

85% Effective Preventing Pregnancy

WITHIN 24 HOURS of sex  
Doesn't prevent

- ❑ Emergency birth control pills taken within 5 days after sex to prevent pregnancy.
- ❑ Contains the hormone progestin.
- ❑ Not for use as regular birth control.
- ❑ Not an abortion pill
- ❑ Consider using Plan B if had sex in last 5 days and:
  - Didn't use birth control.
  - Condom broke.
  - Missed two or more birth control pills in a row or started pack late
  - Late for depo shot
  - Forced to have sex

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# Plan B

85% Effective Preventing Pregnancy

WITHIN 24 HOURS of sex  
Doesn't prevent

- ❑ Prevents ovulation – keeps ovaries from releasing eggs.
- ❑ Thickens cervical mucus, blocking sperm from joining with egg.
- ❑ Will not work if you are already pregnant. Are not abortion pills.
- ❑ Sooner taken, the better chance of preventing pregnancy. Within 5 days at most. Within 24 - 72 hours is best.
- ❑ Might need more than 1 pill depending on weight
- ❑ Pharmacy- must ask for it
  - \$40-50
- ❑ Amazon

– \$7.0 per pill. Must order ahead of time to have on

# Abstinence or Not Having Sex

100% Effective Preventing

Pregnancy  
Prevents

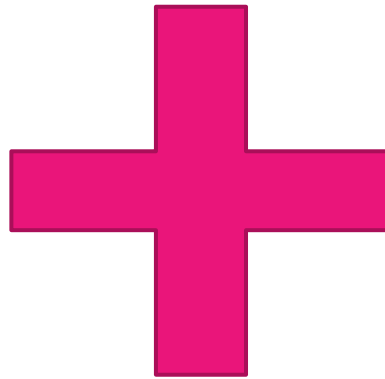
- Not having sex (oral, vaginal, or anal)
- Can start or use again at any time
- You can choose to be abstinent whenever you want, even if you've had sex before
- Works by not sharing semen or vaginal fluid from one person to another
- 100% Effective
- Talk with your partner
- \$0
- Also protects against STDs

# Dual Use

Use a hormonal or long term method **and** a condom

Good for  
Preventing  
Pregnancy

Good for  
Preventing  
STDs



# **Reducing the Risk**

**Building Skills to Prevent**

# **Pregnancy STI & HIV**

**Revised 5th Edition**

**Richard P. Barth, MSW, PhD**

**Foreword by Douglas Kirby, PhD**

advancing  
health  
equity **etr.**

## Follow District Guidelines

Before teaching this unit, the teacher must be certain the program concepts, objectives and approach are within district guidelines and have the full support of the administration, the school board and parents whose children are enrolled in the class.

## Parent Notification

It is essential to inform parents and guardians regarding the nature and scheduling of the *Reducing the Risk* program.

Prior to implementation of the curriculum, parents/guardians should receive written notice describing the goals of *Reducing the Risk* and the nature of the content to be covered. Parents also should be given an opportunity to view the curriculum and related materials if they wish. Parents must be allowed the option of excluding their children from participating in the curriculum. Details regarding parent notification and a sample parent notification letter are included in the "Prior to Class 1" section.

**CLASS  
1A**

# Abstinence, Sex and Protection: Pregnancy Prevention Emphasis

## Synopsis

Class 1 is an introduction to *Reducing the Risk*. The teacher models 2 versions of a roleplay to demonstrate refusal skills. Students participate in a 2-part “pregnancy risk” activity to personalize their vulnerability to pregnancy.

## Preparation and Materials

- ▶ Review Introduction and Prior to Class 1 and assure yourself that the parent notification and permission is complete.
- ▶ Review Appendix A, “How to Use Roleplays.”
- ▶ For ease of “performance,” copy **Lee and Lee #1A** and **#2A** (Teacher Roleplays 1.1A and 1.4A) so that they are separate from the book.
- ▶ Cut out 6 paper squares, number them 1 to 6 and place them in a hat or other container.
- ▶ Make a copy of the **Pregnancy Risk Chart** (Teacher Reference 1.3A). Cut the chart into the 6 numbered strips as marked.
- ▶ Refer to Student Workbook for **My Risks** (Worksheet 1.2A).

## Outline of Activities

Activity	Time	Materials
Introduce Curriculum and Model Roleplay, Version 1	10 min.	□ <b>Lee and Lee #1A</b> (Teacher Roleplay 1.1A)
Pregnancy Risk Activity, Parts 1 and 2	25 min.	□ <b>My Risks</b> (Worksheet 1.2A) □ <b>Pregnancy Risk Chart</b> (Teacher Reference 1.3A)
Model Roleplay, Version 2	10 min.	□ <b>Lee and Lee #2A</b> (Teacher Roleplay 1.4A)
Lesson Summary	5 min.	□ None

### Note to the Teacher

Both parts in the introductory roleplay, **Lee and Lee**, are written to be read by one person—you—for several reasons. This initial presentation sets the tone and breaks the ice for the student roleplays that follow, so an adult-modeled first script is important. Performing alone is usually the best approach, since teachers rarely have access to another adult assistant to play the other part, and asking a student to read with a teacher could be misinterpreted.

Be sure your reading of the roleplay allows for inclusivity and does not reinforce one view of gender identity or gender stereotypes. You can do this by introducing Lee and Lee as a couple without specifying their genders, by not differentiating the two Lees' lines using stereotypical male and female voices, and by leaving it open as to which Lee is pressuring and which does not want to have sex.

## Activities

### Introduce Curriculum and Model Roleplay, Version 1

1. Tell students that today is the beginning of a program that will give them skills to keep from getting pregnant or from getting someone pregnant. To introduce the skills they'll be learning, you're going to do a 1-person play. The dialogue of the play might now, or in time, be familiar to them.

The play is called **Lee and Lee**. Tell students you'll be playing two students who are a couple, and who are, amazingly, both named Lee. (Ask students to hold their applause until the end!) See **Lee and Lee #1A** (Teacher Roleplay 1.1A). As necessary, change the names of the characters or the language in this roleplay to work for your students.

## Class 1A • Abstinence, Sex and Protection: Pregnancy Prevention Emphasis

2. After performing the roleplay, resume your role as teacher and ask students their reaction to the way Lee and Lee discussed having sex and the potential outcome of pregnancy.

### Include the following questions in the discussion:

- How is the way in which Lee and Lee made the decision to have sex similar to or different from how other couples your age make that decision?
- Why didn't Lee stick to the decision not to have sex?
- What makes it difficult to say no to someone you care about?
- In the story, Lee is conflicted about having sex in the moment and waiting. Can both of these feelings be true? If so, how might someone navigate having conflicting feelings?

3. Tell students that even though they may know how to avoid pregnancy, and want to, it's not always easy to say no to sex or use protection. It takes knowledge and skills. The story of Lee and Lee shows that many young people are still working to figure out how they feel about sex and when to start having sex, as well as developing the knowledge and skills necessary to stay healthy.

Every year, almost 615,000 teens become pregnant (Guttmacher, 2014).

Yet, pregnancy is preventable. Tell students this unit helps them protect themselves from unintended pregnancy. They will learn they can avoid pregnancy by practicing the skills to abstain or use protection.

In the next few weeks, students will act out situations that they may face outside the classroom. After roleplaying in class and completing assignments as homework, they will be better prepared to be sure that real-life encounters do not lead to unwanted sex or pregnancy.

This program uses a specific definition of abstinence: abstinence means choosing not to do any sexual activity that carries a risk for pregnancy or STI/HIV.

### Note to the Teacher

*The purpose of the Pregnancy Risk Activity is to demonstrate the substantial risk teens have of getting pregnant when they engage in unprotected sex. The activity is not intended to demonstrate specific statistical risk, but to help students personalize their risk of pregnancy and think about how their lives would change if they did get pregnant or get someone pregnant. Therefore, the activity is designed so that all students in the class do "get pregnant."*

You may want to clarify 2 things at the end of the activity:

- *In real life, it is possible that some students might not experience a pregnancy within a year. However, there is a risk of pregnancy every time a person has unprotected sex, including the first time. It's also possible to get pregnant more than once in a year.*

(continued)

- *Data show that people who engage in unprotected sex for a year have an 85% chance of experiencing a pregnancy within that year. (Hatcher, et al., 2018). For the purpose of this activity, we are assuming that teens who engage in unprotected sex have a 100% chance of pregnancy for that year.*

*Be sensitive to any students in your classroom who may be pregnant or parenting, or who may have family members who experienced pregnancy at a young age.*

## Pregnancy Risk Activity

### Part 1:

1. Tell students this activity will help them understand that pregnancy is a potential outcome of having sex without using protection. Every time a couple has sex without protection, they can get pregnant. The chances of pregnancy from unprotected sex are roughly 1 out of 6 each month.
2. Have the container with the numbered squares ready. Have students turn to **My Risks** (Worksheet 1.2A) in their workbooks. Ask students to choose a number from 1 to 6 and write it at the top of their worksheet. This will be their number for both parts of the activity.
3. Explain that for purposes of this activity we will make believe that everyone in the class is having unprotected sex each month, although we know that most young people their age are not having sex.
4. Draw a square out of the container and read the number aloud. Ask all students who have put that number on their worksheet to stand. When students are standing, tell the class that this is how many pregnancies have occurred at the end of the first month of unprotected sex. Assure students that you know boys don't get pregnant but they do share equal responsibility in a pregnancy.
5. Return the first number to the container and draw another number. Ask students with this number to stand. These students would be pregnant at the end of the second month. Return the number to the container and continue drawing numbers until all the numbers are called or all students are standing, whichever comes first. Tell students that they are all pregnant or have caused a pregnancy!

After a number has been drawn twice, put it aside. Tell students that some numbers were called twice, reflecting the fact that people may become pregnant a second time if they continue to have unprotected sex. (That is, females can become pregnant more than once a year, and males can be involved in a pregnancy more than once a year.)

6. As you've seen, some couples will become pregnant the first time they have unprotected sex, some the fifth time, some the twentieth time. Some will get pregnant the first month, some the second month, some in later months.

## Class 1A • Abstinence, Sex and Protection: Pregnancy Prevention Emphasis

No one can predict for sure when a pregnancy might occur, but over the course of a year, almost every couple will get pregnant.

7. Have students fill out Part A of **My Risks**. Allow 5 minutes to complete the worksheet.
8. Ask volunteers to share their responses to some of the immediate results of a positive pregnancy test (e.g., telling your partner, parents, friends). Based on when their hypothetical pregnancy would occur, ask for other volunteers to state how that pregnancy would affect their life that year (e.g., holidays, prom, summer vacation, etc).
9. Ask students if getting pregnant is just a matter of luck like picking numbers. Draw out in the discussion that there are things they can do to avoid an unintended pregnancy, such as using *self-control* and saying no to sex, or using *protection*.

### **Note to the Teacher**

*It is important to remember that not all adolescent sexual activity is voluntary. Young people may not always have a choice about where, when and with whom they have sex. Discussion of the ways students can avoid unplanned pregnancy can emphasize the actions students can take to protect themselves, without blaming or shaming young people who may not have had choices around sexual behaviors within their control.*

### **Part 2:**

10. The second part of this activity shows how risk changes when people abstain or use protection correctly and consistently. Place the numbered strips from the **Pregnancy Risk Chart** (Teacher Reference 1.3A) in the container.
11. Ask a student to draw a strip from the container and read the number only aloud. Ask students with that number to stand. Then have the student read the rest of the information on the strip. Write "pregnant" or "not pregnant" next to the number on the board. Students may sit down if they are not pregnant.
12. Now ask another student to draw a strip from the container and repeat the process. Continue until all numbers are gone. (In this part of the exercise, most students won't get pregnant.)
13. After all the numbers are drawn, ask students to complete Part B of **My Risks**. Allow 3 minutes to complete the worksheet.
14. Ask volunteers to share their responses to Part B of the worksheet. Lead a discussion around all the things students can do if they do not experience an unintended pregnancy (finishing the school year, participating on the swim team, earning money after school for a car, etc.). Briefly process with students which "life course" is more desirable.

(continued)

15. Next, in a guided discussion, ask volunteers to share how they feel about the “pregnancy” (Part 1) and what effects a real pregnancy would have on their current lives. Use the following points to help guide the discussion:
- A pregnancy scare, ending a pregnancy (abortion), a miscarriage, making an adoption plan, and/or parenting can all impact a young person’s emotions, relationships and future options. Outcomes of these events and decisions can be positive, negative, or sometimes both. These outcomes have the potential to negatively affect relationships with friends and family as well as create challenges that may impact students’ remaining high school years.
  - Researchers have shown that teen pregnancy is associated with lower levels of the 3 E’s: less education; less employment in well-paying jobs; and less enjoyment of life (youth.gov, n.d.; Hodgkinson et al., 2014). Children born to teenage parents often have a harder time in school. They are more likely to have health and learning problems as well.

### **Note to the Teacher**

*Again, be sensitive to any students in your classroom who may already be teen parents. You can help students understand some of the challenges of having a child as a teen without shaming or vilifying teen parents.*

## **Model Roleplay, Version 2**

1. Return to the story of Lee and Lee. Tell students that this time Lee and Lee will make a different decision because they have participated in a class like this one and have practiced skills to say no. They start as before, kissing and touching on the sofa. (Again you assume the role of both Lees.) See **Lee and Lee #2A** (Teacher Roleplay 1.4A).
2. Briefly discuss why version 2 ended differently than version 1. Explain that in the next lesson the class will discuss reasons the roleplays ended differently.

## **Lesson Summary**

Remind students this class has introduced them to ideas they’ll be studying for the next 3 weeks:

- Young people can develop skills to prevent unintended pregnancies.
- The only sure way to avoid pregnancy is to abstain (not have sex). The next best choice is to always use protection, including condoms or other contraceptive methods.
- It’s not easy to always follow either of these courses of action;
- but There are skills for handling situations in ways that help young people avoid pregnancy and keep relationships safe.

## Lee and Lee #1A

**NARRATOR:** Lee and Lee have been going out for 3 months, and, although taking it slow, they've been getting closer to having sex. They're sitting on the sofa together, kissing and touching.

**Lee:** Don't, Lee. Let's stop.

**Lee:** Why?

**Lee:** I don't know. I don't think I'm ready for this. And we don't have anything to use for protection.

**Lee:** Being ready just means we love each other. You do still love me, don't you?

**Lee:** You know I do, but what if something happened? What about getting pregnant or getting an infection like HIV?

**Lee:** We could handle having a baby. It would look just like you—we could name it Lee. I think that'd be great.

**Lee:** Oh, Lee. I don't know...

**Lee:** Listen, don't worry about it. We can stop before anything happens.

**Lee:** I don't think that works...

**Lee:** What do you mean? Tammy's not pregnant, is she? What do you think they use? Besides, we're the lucky types. We found each other, didn't we? How else would two people named Lee get together if somebody wasn't looking out for us?

**Lee:** *(Laughs and kisses Lee)* I really do love you, Lee. You're right—we're lucky people.

**NARRATOR:** Lee and Lee went ahead and had sex without using birth control. Despite Lee's prediction about stopping in time and being lucky, Lee did get pregnant and had the baby the night of the sophomore dance. Neither Lee nor Lee went to the dance. Lee and Lee became loving and dedicated parents to their new baby.

## Lee and Lee #2A

**NARRATOR:** Lee and Lee have been going out for 3 months, and, although taking it slow, they've been getting closer to having sex. They're sitting on the sofa together, kissing and touching.

**Lee:** No, Lee. Stop.

**Lee:** Why?

**Lee:** I'm not ready for this. And besides, if we do it we need to—you know—use something for protection.

**Lee:** Being ready just means we love each other. You do still love me, don't you?

**Lee:** Yes, but being ready means more than that. We're not ready if we don't have protection. I'm saying no to becoming a parent and to HIV.

**Lee:** Nothing's going to happen, Lee.

**Lee:** I know, because we're not going to do anything without using something—no matter how much I love you.

**Lee:** We could handle having a baby. It would look just like you—we could name it Lee. I think that'd be great.

**Lee:** *(Laughs)* Stop joking, Lee. I'm serious. I have NO plans to become a parent while I'm in high school.

**Lee:** Listen, don't worry about it. We can stop before anything happens.

**Lee:** That doesn't work. That's not protection.

**Lee:** What do you mean? Tammy's not pregnant, is she? What do you think they use? Besides, we're the lucky types. We found each other, didn't we? How else would two people named Lee get together if somebody wasn't looking out for us?

**Lee:** *(Laughs)* Well, I traded lockers with Daryl, for one thing, so we'd see each other every day.

**Lee:** You did?

**Lee:** Sure. And I learned your schedule so I'd run into you a lot. I believe in helping luck along.

**Lee:** You're really something, Lee. You're right about the protection—and besides, I don't want to do it till it's right for both of us.

**Lee:** C'mon, let's go out and get something to eat.

**NARRATOR:** Lee and Lee leave to get something to eat. Lee learned a lot about luck from Lee. That was the year Lee got a great after-school job and Lee made the track team.

Hoja de trabajo 1.2A

**Mis riesgos**

My number is \_\_\_\_\_.

Part A. Yo to mi pareja podríamos tener un embarazo de apenas de solo \_\_\_\_\_ mes(es) de tener relaciones sexuales sin protección. Podríamos tener un bebé en el mes de \_\_\_\_\_ al completarnos el término del embarazo.

1. A los pocos días de descubrir el embarazo yo tendría que:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. El embarazo cambiaría el próximo año de mi vida en la siguiente forma:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Part B. No quiero ser padre o madre en mi adolescencia porque deseo:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

Reduciendo el riesgo ■ Cuidado del alumno

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Worksheet 1.2A

**My Risks**

My number is \_\_\_\_\_.

Part A. I for my partner would be pregnant for just \_\_\_\_\_ months of having unprotected sex. We would have a baby in the month of \_\_\_\_\_ if/for they carried the baby to term.

1. Within a few days of finding out about the pregnancy I would have to:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. The pregnancy would change the next year of my life by:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Part B. I don't want to be a teenage parent because I want to:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

Reducing the Risk ■ Student Workbook 1

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# CLASS 2 Abstinence: Not Having Sex

## Synopsis

Class 2 reminds students that there are only two ways to avoid pregnancy and STI/HIV—not having sexual intercourse (abstaining), or consistently using protection. This session focuses on the advantages of abstinence. Additionally, challenges to abstaining or using protection are considered. Students also discuss elements of successful communication about abstinence. They practice identifying successful elements of communication in the roleplay from Class 1.

## Preparation and Materials

- ▶ Write the Facts About Abstinence (p. 46) on the board or chart paper. Leave blanks for the percentages.
- ▶ Review **Lee and Lee #2** (Teacher Key 2.2).
- ▶ Refer to Student Workbook for **Lee and Lee #2** (Worksheet 2.1) and **What Abstinence Means to Me** (Worksheet 2.3).

## Outline of Activities

Activity	Time	Materials
Review Previous Lesson	5 min.	□ None
Communicating About Abstinence	15–20 min.	□ <b>Lee and Lee #2</b> (Worksheet 2.1) □ <b>Lee and Lee #2</b> (Teacher Key 2.2)
Facts About Abstinence	10 min.	□ Facts About Abstinence on the board
Reasons That Many Teens Don't Have Sex	10 min.	□ <b>What Abstinence Means to Me</b> (Worksheet 2.3)
Lesson Summary	2 min.	□ None

## Activities

### Review Previous Lesson

Ask students what they have learned from the previous lesson(s) about the risk of getting pregnant and/or the risk of HIV. (Having sex without protection increases the risk of pregnancy or STI. Students don't have to rely on luck to avoid pregnancy and HIV but can learn skills to protect themselves.)

### Communicating About Abstinence

1. Acknowledge the importance of meaningful connections with other people and healthy romantic relationships. Note that one important quality of healthy relationships is communication, including talking about sexual health.

Tell students that in this unit the class will be talking about how to avoid pregnancy and STI and still have successful relationships.

2. Explain to students that there are 3 basic elements that provide a foundation for successful romantic relationships. Write the elements on the board, and briefly explain each:
  - *Communication (C)*: being honest and saying what you want so there is no doubt you mean it.
  - *Relationship building (R)*: talking and acting in a way that shows you want to keep a good relationship going.

- **Planning (P):** talking and acting to make your future healthy and happy. Planning shows knowledge of what you want and how to get it.

Note that today teens often communicate through social media as well as in person. It's just as important to pay attention to how you communicate and build relationships when texting, messaging and posting on social media sites.

3. Have students turn to **Lee and Lee #2** (Worksheet 2.1) in their workbooks. Ask students to read the worksheet and underline and identify the places in the dialogue that demonstrate strong communication (C), relationship building (R), and planning (P). Using **Lee and Lee #2** (Teacher Key 2.2) lead the class through the identification process for the first few lines of dialogue. Then let students work on their own. Explain that there may be some lines of dialogue that represent more than one element for building successful relationships. Allow 5 minutes to complete the worksheet. (Optional: Have students work in pairs to identify these elements.)
4. In the full group, briefly discuss student responses. Discourage them from thinking only about "right" and "wrong" answers. There should be considerable latitude around students' perceptions. The point is for students to understand that you can be strong in your words and actions and still maintain a healthy relationship.
5. Summarize that talking about love, sex, protection and relationships is critical to getting what you want and avoiding what you don't want. Talking about these things can be difficult, so it is tempting to just hope that your partner will understand what you want and do it. Not talking about it will increase your risk for pregnancy, HIV or other STIs.

Tell students that in the next few weeks they will spend a lot of time talking about and practicing what to say and do to avoid pregnancy or HIV and other STIs. Abstaining, or not having sex, is one way to keep from getting pregnant or getting a sexually transmitted infection. Next, the class will look at some reasons not to have sex.

(continued)

## Facts About Abstinence

1. Some teens believe “everyone” is having sex. Most overestimate the number of their peers who are sexually active (USDHHS, 2018). In fact, rates of teen sexual activity have been declining for years, and most students your age are not sexually active (CDC, 2017). Many teens are making clear decisions not to have sex (Byers, O’Sullivan & Brotto, 2016). Their reasons may have to do with personal values, staying healthy, wanting to focus on school, building their relationships, or something else (Planned Parenthood, 2020). Let’s look at the statistics and see the percentage of teens who are saying no to having sex.
2. Refer to the Facts About Abstinence statements on the board. For each statement, ask the class for their estimates of the percentages of teens not having sex. Then fill in the blanks with the correct figures.

### Note to the Teacher:

You can check the CDC website for the most recent statistics on teen sexual activity. The Youth Risk Behavior Survey (YRBS) is done every 2 years. Change the percentages in your presentation when you have updated information: [www.cdc.gov/healthyyouth/yrbbs](http://www.cdc.gov/healthyyouth/yrbbs).

## Reasons That Many Teens Don’t Have Sex

Tell students that, as they know, some young people do have sex. Ask them to think about likely outcomes of having sex. List their results on the board, adding any important factors they miss. Students may include some positive outcomes (e.g., “It’s fun” or “It makes us feel close”). Acknowledge both positive and negative outcomes. Indicate in this discussion that the positive reasons can make it difficult for young people who choose not to have sex to stick with their choice.

2. Remind students that if they have sex they should always use protection to protect themselves from an unintended pregnancy and/or from STIs including HIV.
3. Next, ask students to help you brainstorm a list of personal, psychological and medical reasons abstaining from sex is a valid option. As each reason is identified, write it on the board or chart paper. Encourage students to identify reasons to abstain from sex for now or for the next few years, perhaps until

### Facts About Abstinence

- In 10th grade, \_\_\_% (65.6%) of girls and \_\_\_% (62%) of boys have not had sex.
- In 12th grade, \_\_\_% (44.2%) of girls and \_\_\_% (41.1%) of boys have not had sex.
- Among all high school students, \_\_\_% (71.3%) are *not currently sexually active*. This means about (7) out of 10 students have either never had sex, or have had sex before but are choosing to be abstinent now.

(Kann et al., 2018)

marriage or until they are with a life partner. A nearly comprehensive list of reasons follows. Use it to add to or embellish the reasons students suggest.

- Many young people believe in and practice abstinence for *religious* reasons and personal moral beliefs.
- Abstinence can be a sign of *emotional maturity* and *integrity*. Many young people report feeling pressured about sex. It requires maturity and honesty to stick to a decision that is consistent with personal values, morals and needs.
- It also takes emotional maturity and integrity to respect someone's choice to be abstinent and not add to the pressures teens can feel around sex. Talking about abstinence can help all teens build communication skills and establish healthy, respectful relationships.
- Abstinence *reduces* the risk of getting most sexually transmitted infections such as herpes, chlamydia, gonorrhea and HIV. We'll discuss these more in a later session.
- Abstinence is the only method of birth control that is *100% effective, 100% safe* and *100% free of side effects*.
- Abstinence from vaginal sex reduces the risk of cervical cancer, which is linked to HPV infection. Research suggests there is a connection between early sexual activity, multiple sexual partners and increased risk of cervical cancer in women (Plummer, Peto & Franceschi, 2012; Lui et al., 2015).
- Abstinence shows that you're stronger than peer pressure.
- A couple may find that delaying sexual intercourse contributes in a positive way to their relationship. Abstaining may allow them time to *develop a deeper friendship*. They may spend more time talking, building mutual interests, sharing good times with other friends and establishing an intimacy that is other than sexual.
- Abstaining may ultimately help people be *better lovers*; it allows them to explore a wide range of ways to express love and sexual feelings.

4. To personalize this information, have students turn to **What Abstinence Means to Me** (Worksheet 2.3) in their workbooks. Ask students to think about the likely results of not having sex and to complete question 1. Ask volunteers to read their responses. (If appropriate, add new ones to the list on the board.) Ask them to add to their list when they hear new ideas from other students or from you. When students identify negative outcomes, acknowledge that there are strong pulls away from abstaining that will be considered throughout the unit. Students should then complete question 2.

(continued)

## Class 2 • Abstinence: Not Having Sex

### Lesson Summary

Acknowledge that it's sometimes hard to practice abstinence. A good way to respond to the "It's hard to remain abstinent" message is to return to the advantages of delaying intercourse, and to note that abstinence is the most effective way to prevent pregnancy or STI/HIV.

## Lee and Lee #2

**Directions:** Write **C** when you see strong *Communication* statements and underline them. Write **R** when you see *Relationship-Building* statements and underline them. Write **P** when you see *Planning* statements and underline them.

**Lee:** No, Lee, Stop. (C)

**Lee:** Why?

**Lee:** I'm not ready for this. (P) And besides, we would need to use something for protection and we don't have it. (C & P)

**Lee:** Being ready just means we love each other. You do still love me, don't you?

**Lee:** Yes, but being ready means more than love. We're not ready if we don't have protection! (C) I'm saying no to getting pregnant and to HIV. (P)

**Lee:** Nothing's going to happen, Lee.

**Lee:** I know, because we're not going to do anything without using something—no matter how much I love you. (C & R)

**Lee:** We could handle having a baby. It would look just like you—we could name it Lee. I think that'd be great.

**Lee:** (Laughs) Stop joking, Lee. I'm serious. I have no plans to become a parent while I'm still in high school. (P)

**Lee:** Listen, don't worry about it. We can stop before anything happens.

**Lee:** That doesn't work. That's not protection. (C)

**Lee:** What do you mean? Tammy's not pregnant, is she? What do you think they use? Besides, we're the lucky types. We found each other, didn't we? How else would we have gotten together if somebody wasn't looking out for us?

**Lee:** (Laughs) Well, I traded lockers with Daryl, for one thing, so we'd see each other every day. (R)

**Lee:** You did?

**Lee:** Sure. And I learned your schedule so I'd run into you a lot. I believe in helping luck along. (R)

**Lee:** You're really something, Lee. You're right about the protection—and besides, I don't want to do it till it's right for both of us.

**Lee:** C'mon, let's go out and get something to eat. (R)

**NARRATOR:** Lee and Lee leave to get something to eat. Lee learned a lot about luck from Lee. That was the year Lee got a great after-school job and Lee made the track team.

**Worksheet 2.3**  
(for teacher reference)

Class 2 • Abstinence: Not Having Sex

Hoja de trabajo 2.3

**Qué quiere decir para mí la abstinencia**

1. ¿Cuáles son las ventajas de no tener relaciones sexuales en este momento de mi vida?

a. \_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_

d. \_\_\_\_\_  
\_\_\_\_\_

2. ¿Por qué es difícil no tener relaciones sexuales?

a. \_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_

d. \_\_\_\_\_  
\_\_\_\_\_

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Worksheet 2.3

**What Abstinence Means to Me**

1. What are the advantages to me if I don't have sex at this time in my life?

a. \_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_

d. \_\_\_\_\_  
\_\_\_\_\_

2. What could make it difficult not to have sex?

a. \_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_

d. \_\_\_\_\_  
\_\_\_\_\_

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# CLASS 3 Refusals

## Synopsis

Class 3 includes a discussion of the student/parent homework assignment. The teacher introduces verbal and nonverbal communication skills. Students are provided with a demonstration of the social skills important to abstaining and using protection. They're also given the chance to practice and examine the 5 characteristics of effective refusals.

## Preparation and Materials

- ▶ Review Appendix A, "How to Use Roleplays."
- ▶ Review Appendix B, "Skills Overview."
- ▶ Have ready the *Refusals* poster from the Activity Kit or write the *Refusals* (p. 55) on the board.
- ▶ Make 2 copies of the roleplays:
  - Your Friend's Ex-Partner**, Ineffective Version (Roleplay 3.2),
  - Your Friend's Ex-Partner**, Effective Version (Roleplay 3.3),
  - Trying to Slow Down**, Ineffective Version (Roleplay 3.4),
  - Trying to Slow Down**, Effective Version (Roleplay 3.5).
- ▶ Refer to Student Workbook for **Talk to Your Parent/Trusted Adult** (Homework 3.1) (2 pages), and **Observer Checklist** (Form 3.6).

## Outline of Activities

Activity	Time	Materials
Review Previous Lesson	5 min.	<input type="checkbox"/> None
Talk to Your Parent/Trusted Adult	15 min.	<input type="checkbox"/> <b>Talk to Your Parent/Trusted Adult, Part A</b> <input type="checkbox"/> <b>Talk to Your Parent/Trusted Adult, Parts B and C (Homework 3.1)</b>
Introduce Refusals	10–15 min.	<input type="checkbox"/> <i>Refusals poster</i>
Demonstrate Roleplays	10–15 min.	<input type="checkbox"/> <b>Your Friend's Ex-Partner</b> (Roleplays 3.2 and 3.3) <input type="checkbox"/> <b>Trying to Slow Down</b> (Roleplays 3.4 and 3.5) <input type="checkbox"/> <b>Observer Checklist</b> (Form 3.6)
Lesson Summary	2 min.	<input type="checkbox"/> None

## Activities

### Review Previous Lesson

Review the following from the previous lesson:

- Abstinence is the most common choice among people their age.
- Reasons for abstinence.
- The 3 parts of a successful relationship.

### Talk to Your Parents

1. Have students turn to **Talk to Your Parent/Trusted Adult, Part A** (Homework 3.1) in their workbooks. Explain that this homework involves two distinct sections. Part A is for students to complete and asks for their ideas about sex and protection. In addition, Part A asks students to indicate what they *think* their parent or a trusted adult believes about the same things. Have students complete Part A in class.
2. Tell students that Part B should be completed by Class 6. Let students know that the benefit of the homework comes from talking and listening to parents and trusted adults; therefore, they should not just give the sheet to their parent or other trusted adult to fill out. Tell students that their parent/trusted adult

interview is completely confidential and they will not turn in the homework. Instead, to verify that the homework was completed, the student and parent/trusted adult will sign the form in Part C stating that they did the assignment. This form is the only thing the student will turn in.

## Introduce Refusals

### Note to the Teacher

*The class will briefly discuss verbal and nonverbal aspects of effective refusals and then see how the skill can be put into practice. This class demonstrates the skill of refusals and also familiarizes students with the routine of roleplaying and using observer checklist forms to note how the skill was used.*

*When teaching refusal skills and evaluating the effectiveness of students' demonstration of those skills, it is important to affirm the value that no person who experiences sexual pressure, harassment or assault is to blame for being the target of those behaviors. Clear, assertive refusals can be encouraged, while also making sure youth understand that no one "deserves" to be pressured if their NO is unclear.*

*Instruction on boundaries and respecting another person's NO—both verbal and nonverbal—regardless of perceived clarity can be included to help young people understand the two-way nature of consent, and the importance of honest and respectful communication between friends and potential partners. This would be considered a "green-light" adaptation and can help optimize the success of the skill-building around refusals.*

### Verbal Refusals

1. It's sometimes hard to say no—especially to someone we care about—and to stick with it. Sometimes we're saying no, but it doesn't come across as NO. This is true both when you're talking face to face, and when you're texting, chatting, tweeting or using any form of social media.

Tell students they'll use a series of roleplays to learn about, and then practice, ways to say no when they don't want to have sex. The ability/skill to say no effectively gives us a lot of power over our lives.

2. Provide a quick overview of the Refusals model students will be using. List the 5 behaviors on the board or display the Refusals Poster from the Activity Kit. (See Appendix B, "Skills Overview," for specific examples of each refusal behavior.)

#### Refusals

1. Say "No!"
2. Use body language that says "No!"
3. Repeat the refusal.
4. Suggest an alternative.
5. Build the relationship (if appropriate).

(continued)

3. Refer to the 3 elements of successful relationships (communication, relationship building, planning) and point out how refusal statements can fit with these elements. Emphasize that the verbal aspect of effective refusals involves saying the word *no* in a tone of voice that shows you mean it, repeating the refusal if necessary, and suggesting an alternative. You can also reinforce the verbal refusal in nonverbal ways.

### Nonverbal Refusals

4. Explain that “body language” (such as tone of voice, gestures, the look on your face, the way you sit or stand) is an important way to communicate with or without talking. Ask the class to describe body language that says no to sex. Generate a list like the one below. Write the list on the board and demonstrate each behavior to reinforce the concept of nonverbal communication.
  - **Hands off**—throwing hands up in a “get off of me” gesture or using hands for emphasis.
  - **Stiff body**—sit up or stand up, holding your body stiffly. March away from the other person if you need to.
  - **Firm voice**—strong and business-like voice.
  - **Serious expression**—best “I mean it” face.
  - **Gestures**—hand and arm movements that emphasize your point.
  - **Move away**—at times, if everything else fails, you might have to move or push away to emphasize your point and protect yourself.

### Demonstrate Roleplays

1. Have students locate the roleplays **Your Friend’s Ex-Partner** (Roleplays 3.2 and 3.3) and **Trying to Slow Down** (Roleplays 3.4 and 3.5) in their workbooks. These roleplays demonstrate some of the ways that *not clearly saying no* can work against getting what you want. Have them use the **Observer Checklist** (Form 3.6) as they listen and watch the roleplays. They should check off the behaviors that are used during each roleplay. Or, assign observers a specific behavior to watch for in the roleplay. For example, one group of observers looks for “Said No,” another for “Repeated Refusal,” etc.
2. Preselect two students to read the roleplays. Begin with **Your Friend’s Ex-Partner, Ineffective Version** (Roleplay 3.2). You should read the “Setting the Stage” section of the roleplay. After the roleplay is read, conduct a discussion. Ask roleplayers to comment on how they felt in the role and how they’d feel if this were a real situation. Ask students to identify what the person who was responding did or did not do that led to ineffectiveness. Pull for ideas such as:
  - Never said no.

- Never repeated first objection.
- Was trying not to upset the ex-partner and didn't use clear communication.
- Expressed doubt and left the person thinking it might work out.

Ask the students to identify ways that the person playing Friend's Ex did not listen to or respect the other person's no.

3. Then have the same two students read **Your Friend's Ex-Partner**, Effective Version (Roleplay 3.3), keeping the same roles. Again, the teacher should read the "Setting the Stage" section of the play. After the roleplay, thank the participating students and ask them to sit.
4. Have two new students read the ineffective version of **Trying to Slow Down** (Roleplay 3.4). Have students use the checklist to record the use of effective refusals after the roleplay. Review the use of refusals with students. Help them recognize that Person 2:
  - never said no
  - never restated the first objection
  - asked questions ("Do you love me?") rather than stating their view
  - expressed doubt
  - failed to offer any alternative actions
  - failed to use "hands off" or other body language
  - gave up

Ask the students to identify ways that the person playing Person 1 did or did not listen to or respect the other person's no.

5. Now have the same students read the effective version of **Trying to Slow Down** (Roleplay 3.5), keeping the same roles. Have students use the checklist. Discuss the elements of Person 2's effective refusal.

## Lesson Summary

Conclude by reminding students that today they practiced and observed clear refusal statements that tell a person they mean *no* without losing a friendship. Remind students that the skills they're learning can be used in a variety of situations.

This role play will be **REVISED to be more about friends hanging out vs a dating relationship**

## Your Friend's Ex-Partner Ineffective Version

### Setting the Stage:

Your best friend's partner ended their relationship. Now your friend's ex-partner seems very interested in going out with you. You like this person, but you really don't want to go out with them because you've been seeing someone else and don't want to mess it up. Your friend's ex speaks first.

**Friend's Ex:** I haven't seen you for a while. Let's go out some night.

**You:** Well, I don't know.

**Friend's Ex:** I just want to talk to you about some things.

**You:** Text me sometime, it gets boring at home.

**Friend's Ex:** Let's go check out a movie. We could go this weekend.

**You:** I may be busy.

**Friend's Ex:** I know we'd have fun together.

**You:** I suppose.

**Friend's Ex:** I'll text you this weekend. Maybe we can do something? OK?

**You:** I guess so. See ya.

## Your Friend's Ex-Partner Effective Version

### Setting the Stage:

Your best friend's partner ended their relationship. Now your friend's ex-partner seems very interested in going out with you. You like this person, but you really don't want to go out with them because you've been seeing someone else and don't want to mess it up. Your friend's ex speaks first.

**Friend's Ex:** I haven't seen you for a while. Let's go out some night and do something fun.

**You:** I miss you, too, but I'm interested in someone else right now.

**Friend's Ex:** I just want to talk to you about some things.

**You:** I don't want to lead you on, but I'd be glad to talk. Text me sometime.

**Friend's Ex:** Let's go check out a movie. We could go this weekend.

**You:** Sorry. I've already got plans to go out.

**Friend's Ex:** What about next Saturday night?

**You:** No, I really don't want to go out.

**Friend's Ex:** I guess we're not going to be friends, huh?

**You:** Well, I'd like to be friends, I just don't want to go out.

Hoja de trabajo 3.1

**Habla con tus padres/un adulto de confianza**  
Parte A

Instrucciones: Completa los renglones de la Parte A con tus propias ideas, incluyendo lo que piensas que tus padres o un adulto de confianza responderían. Luego habla con tus padres (un adulto de confianza) y obsérvalos con cuidado y notas. Escríbe sus respuestas en la Parte B de esta hoja de trabajo. Firma y pide que tus padres o adulto de confianza firmen la Parte C después de que ustedes conversen.

1. ¿Cómo pueden los adolescentes mostrar afecto a alguien que aman?  
Lo que yo pienso: \_\_\_\_\_  
Lo que creo que piensan mi padre, madre o adulto de confianza: \_\_\_\_\_

2. ¿Está bien que los adolescentes manden mensajes de texto o fotos sexy a alguien que les gusta?  
Lo que yo pienso: \_\_\_\_\_  
Lo que creo que piensan mi padre, madre o adulto de confianza: \_\_\_\_\_

3. ¿Deberían los adolescentes tener relaciones sexuales con la persona a la que planean casarse con ella?  
Lo que yo pienso: \_\_\_\_\_  
Lo que creo que piensan mi padre, madre o adulto de confianza: \_\_\_\_\_

4. ¿Cuáles son los mejores métodos de protección para los adolescentes sexualmente activos?  
Lo que yo pienso: \_\_\_\_\_  
Lo que creo que piensan mi padre, madre o adulto de confianza: \_\_\_\_\_

5. ¿Qué deberían hacer los padres/tutores para ayudar a sus hijos a evitar el embarazo?  
Lo que yo pienso: \_\_\_\_\_  
Lo que creo que piensan mi padre, madre o adulto de confianza: \_\_\_\_\_

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Homework 3.1

**Talk to Your Parent/Trusted Adult** Part A

Directions: Fill in the blanks on Part A with your own ideas, including how you think your parent/trusted adult would answer. Then talk to your parent/trusted adult and see how close you are. Record their answers on Part B. Sign and have your parent/trusted adult sign Part C after you talk.

1. How should teens show affection to someone they love?  
What I think: \_\_\_\_\_  
What I think my parent/trusted adult thinks: \_\_\_\_\_

2. Is it OK for teens to send sexy pictures or text messages to someone they're attracted to?  
What I think: \_\_\_\_\_  
What I think my parent/trusted adult thinks: \_\_\_\_\_

3. Should adolescents have sex with someone they love if they plan to marry them?  
What I think: \_\_\_\_\_  
What I think my parent/trusted adult thinks: \_\_\_\_\_

4. What are the best kinds of protection for teens who are sexually active?  
What I think: \_\_\_\_\_  
What I think my parent/trusted adult thinks: \_\_\_\_\_

5. What should parents/guardians do to help their teen avoid pregnancy or HIV?  
What I think: \_\_\_\_\_  
What I think my parent/trusted adult thinks: \_\_\_\_\_

Reducing the Risk ■ Student Workbook

CLASS

## 4

## Using Refusal Skills

## Synopsis

Class 4 quizzes students on refusal skills and uses roleplays to practice using these new skills in difficult situations.

## Preparation and Materials

- ▶ Review Appendix A, "How to Use Roleplays."
- ▶ Review Appendix B, "Skills Overview."
- ▶ Make 2 copies of the scripted version of **At a Party** (Scripted Roleplay 4.2).
- ▶ Refer to Student Workbook for **Refusals** (Quiz 4.1), **At a Party** (Roleplay 4.3), and **Observer Checklist** (Form 4.4).
- ▶ *Optional:* Have ready Roleplay cards from the Activity Kit.

## Outline of Activities

Activity	Time	Materials
Refusals Quiz	10 min.	<input type="checkbox"/> <b>Refusals</b> (Quiz 4.1)
Difficult Refusals	5 min.	<input type="checkbox"/> None
Demonstrate Roleplay	5 min.	<input type="checkbox"/> <b>At a Party</b> (Scripted Roleplay 4.2) <input type="checkbox"/> <b>Observer Checklist</b> (Form 4.4)
Roleplay in Small Groups	15–30 min.	<input type="checkbox"/> <b>At a Party</b> (Roleplay 4.3) <input type="checkbox"/> <b>Observer Checklist</b> (Form 4.4) <input type="checkbox"/> Roleplay cards ( <i>optional</i> )
Lesson Summary	3 min.	<input type="checkbox"/> None

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## Activities

### Refusals Quiz

1. Have students turn to **Refusals** (Quiz 4.1) in their workbooks. Allow 5 minutes for students to complete.
2. Have students correct their own papers. Discuss each statement, asking volunteers to describe why it does or does not meet the guidelines for a clear refusal statement.
3. Ask students to recall the 5 characteristics of an effective refusal statement. List them on the board.

### Difficult Refusals

1. Tell students that you want their ideas about things their friends might say to them that make saying no more difficult. Ask them to get out a piece of paper and write 1 or 2 “lines” that friends or others they know might use to convince them to do something they don’t want to do—cut a class, lend their nicest clothes, send a nude or “sexy” picture, go out somewhere, have sex or have unprotected sex. Suggest a couple of lines. For example, “You would if you loved me” or “Try it, you’ll like it!” Give them a few minutes to complete responses to the lines.
2. In the full group, read the lines. Have volunteers share effective responses to each statement. Use several lines on the same student to show how they can just repeat the refusal over and over without having to think up new ways to say no.

### Demonstrate Roleplay

1. Recruit two students to act out both parts of the script **At a Party** (Scripted Roleplay 4.2). Explain to the class that they will need to pay attention to the verbal and nonverbal skills as they watch the actors. Have them use the **Observer Checklist** (Form 4.4) in their workbooks to indicate which behaviors the actors used. Or, assign observers a specific behavior to watch for in the roleplay.
2. After actors have read and demonstrated the roleplay, ask them how they felt about their roles. Review the skills that were used. Ask observers for examples of:
  - saying no
  - body language that said “no”
  - repeated refusals
  - suggesting an alternative
  - relationship building

## Roleplay in Small Groups

### Note to the Teacher

Over the course of the roleplay activities, students will be in a position where they must roleplay sexual pressure situations with classmates of both a different and the same gender. This may be awkward for teens who are sensitive to the suggestion of same-sex romance, for teens who identify as gay or lesbian, or for teens who are transgender or gender nonconforming. It's important to address this situation directly and proactively.

Here are some tips:

- Explain the situation in a matter-of-fact way. Let students know that every student in the class will, at some point, be doing a roleplay with a classmate of a different gender and with a classmate of the same gender. Most likely, they will do this several times.
- Emphasize that they are playing roles. Doing the roleplay to practice the skill doesn't say anything about the sexual orientation of the people doing the roleplay or mean that anyone is expressing a real-life attraction toward the other person in the roleplay.
- Explain that they need to take their roles seriously because teens of all sexual orientations and gender identities need to learn how to resist sexual pressure and protect themselves. This will help ensure that they and their classmates get the most out of the roleplay activities.

1. Explain to students that they will be working in small groups on roleplays. In their group they will be rotating through various roles. Each student will have the opportunity to read a script (scripted role), respond to a script (unscripted role) and watch (observer).

Have students turn to **At a Party** (Roleplay 4.3) in their workbooks. Give students no more than 5 minutes to write down what they might say in the roleplay to avoid unprotected sex when they have the unscripted part. They can use these responses to help prepare for the roleplay, although they shouldn't just read when they do the roleplay. They should act as if this is a real scene and they have no script to rely on—they have to rely on themselves.

2. Have students divide into groups. Students should bring their roleplays and ideas for responses to the group.

Optional: Hand out a set of **Roleplay** cards to each group. Ask each member to take 1 card. Review each role with the whole group. Write key words on the board:

- Student Roleplayer #1: Read lines.
- Student Roleplayer #2: Respond to lines.
- Student Observer #1: Set the stage for the roleplay, and use **Observer Checklist** (Form 4.4).
- Student Observer #2: Use **Observer Checklist** (Form 4.4) and lead small-group discussion using the guidelines on the back of the card.

(continued)

3. Make sure students are still using the **Observer Checklist** (Form 4.4). Instruct students to alternate within the group, reading the script and playing in the unscripted role. After a student reads the script, that student takes the unscripted role. Make sure each student has the chance to participate in both the scripted and the unscripted roles and to provide observer comments. The observer is the person who is next in order to read the script.

If there is time to go around a second time, the script readers can repeat the script or choose to ad-lib and make up their own lines.

### **Note to the Teacher**

*It is important to help groups “get going” with the roleplays. It may be necessary for the teacher to designate who in each group will start the scripted and unscripted roles and to guide the roleplay process.*

*During the roleplays, walk around the room to assess how students are using the skill. You may offer coaching if students are stuck or are using the skill incorrectly.*

*Time each round of practice and tell students when to pass their cards for the next round. Once students become more familiar with this type of practice, you can allow each group to monitor the rounds.*

4. When groups are finished, have students return to the full group and discuss the experience. Explain that their comfort working like this in small groups will increase each day as the process is repeated throughout the unit.

### **Use the following points to guide discussion:**

- Identify feelings that came up about using the skill during the practice. What was easy? What was difficult?
- Discuss how this situation was or wasn't similar to real life.
- Discuss any barriers to using the skill. Have students identify ways to overcome these barriers.
- Ask what left the biggest impression as a result of the roleplay.
- Ask students to identify how they'll use the skill in the next week with their friends.

## **Lesson Summary**

Conclude this class by reminding students that effective refusals involve both nonverbal and verbal skills. With practice, they can become more comfortable with using these skills. Suggest that during the next week, they notice situations in which they're using refusals skills.

Suggest that they also notice situations where other people are using refusal skills and note how they themselves can better listen and respond to other people's refusals.

## At a Party

### Setting the Stage:

You are at a party with someone you have gone out with a few times. The party is at somebody's home and the parents are gone. A lot of kids are getting high and some couples are leaving—maybe to have sex. You don't want to have sex and don't want to leave the party.

**Person 1:** Let's get out of here so we can talk—it's too crowded.

**Person 2:** Yes, it is crowded in here—but the porch is empty.

**Person 1:** I just want to be with you. This is our chance.

**Person 2:** I want to be with you, too, but the party's fun.

**Person 1:** C'mon, I just want to be alone with you.

**Person 2:** No, I like this party—I'm glad we came.

**Person 1:** I've been looking forward to this night with you—please don't spoil it.

**Person 2:** I hope the night won't be spoiled.

**Person 1:** If I'd known you'd be like this, I wouldn't have come here with you.

**Person 2:** I guess not, but I know we can have fun. Let's get something to eat in the kitchen.

**Person 1:** I guess I don't have much choice.

**Person 2:** Yes, I suppose so. But I'll give you the choice of the next movie we go to.

Cuestionario 4.1

**Rechazos**

1. Para cada uno de los siguientes puntos, escribe una oración que incluya por lo menos dos elementos de un rechazo eficaz.

No seas ser. Todavía no tienes que irte a tu casa. Es temprano. Tu mamá no dijo nada.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Dices que me amas. Ahora yo quiero demostrarte cuánto te amo: hagamos el amor.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Marca las frases que cumplen con por lo menos uno de los elementos de un rechazo eficaz.

\_\_\_\_\_ No, no tengo confianza en ti.

\_\_\_\_\_ Pues, no sé. Probablemente no.

\_\_\_\_\_ No, gracias. No quiero ir a esa fiesta. ¿Por qué no mejor vamos al cine?

\_\_\_\_\_ ¿Por qué no invitás a otro/a?

\_\_\_\_\_ Pienso que no debemos hacer esto.

\_\_\_\_\_ No, ahora no. Mi amor mejor la talentón.

\_\_\_\_\_ Pero me prometiste que no me pedirías eso.

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Quiz 4.1

**Refusals**

1. Write 1 statement for each of the following that includes atleast 2 elements of an effective refusal.

Chris, you don't have to go home yet. It's not that late. Your mom will understand.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

You've said you love me. Now I want to show you that I love you—lets make love.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Put a check mark beside statements that follow atleast 1 guideline for effectively saying no.

\_\_\_\_\_ No, I don't trust you.

\_\_\_\_\_ Well, I don't know. Probably not.

\_\_\_\_\_ No, thanks. I don't want to go to that party. Why don't we go to the movie instead?

\_\_\_\_\_ Why don't you go ask someone else?

\_\_\_\_\_ I don't think we should be doing this.

\_\_\_\_\_ No, not now. Let's watch TV instead.

\_\_\_\_\_ But you promised you wouldn't ask me that.

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## Roleplay 4.3 (for teacher reference)

## Class 4 • Using Refusal Skills

Activación 4.3

### En una fiesta

Preparando la escena:  
Eres en una fiesta con alguien que te gusta y con quien has salido unas pocas veces. La fiesta es en casa de un amigo y tus padres no están. La mayoría de la gente está bailando en la sala. Algunas de las parejas ya se van, quizá a hacer el amor. Tú no quieres hacer el amor y no deseas irte de la fiesta. Tú hablas primero.

Persona 1: Salgamos de aquí y vayamos a algún lugar donde podamos hablar. Hay mucha gente aquí.  
Persona 2:

Persona 1: Simplemente quiero estar contigo. Esta es nuestra oportunidad.  
Persona 2:

Persona 1: Esperaba ser capaz de disfrutar esta noche contigo, no la amolivas, por favor.  
Persona 2:

Persona 1: Si hubieras sabido que iba a ser así no habría venido aquí contigo.  
Persona 2:

Persona 1: Yo verdaderamente pensaba que lo iban a pasar magníficamente juntos.  
Persona 2:

Persona 1: No te preocupes. No voy a hacer nada. Vámonos.  
Persona 2:

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Roleplay 4.3

### At a Party

Setting the Stage  
You are at a party with someone you like and have gone out with a few times. The party is at a friend's house and the parents are gone. A lot of kids are getting high and some couples are leaving—maybe to have sex. You don't want to have sex and don't want to leave the party. You talk first.

Person 1: Let's get out of here so we can talk—it's too crowded.  
Person 2:

Person 1: I just want to be with you. This is our chance.  
Person 2:

Person 1: I've been looking forward to this night with you—please don't pull it.  
Person 2:

Person 1: If I'd known you'd be like this, I wouldn't have come here with you.  
Person 2:

Person 1: I really thought you were going to be a lot of fun.  
Person 2:

Person 1: Don't worry I'm not going to do anything. Come, let's go.  
Person 2:

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Lista 4.4

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

**Lista del observador  
Rechazos**

ACTUACION #

CONDUCTA	1	2	3	4	5	6
Dice "NO"						
El lenguaje corporal dice "NO"						
Repitió el rechazo						
Alternativa sugerida						
Fomentó la relación						

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Form 4.4

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Observer Checklist  
Refusals**

ROLERLAY #

BEHAVIOR	1	2	3	4	5	6
Said "NO"						
Body Language Said "NO"						
Repeated Refusal						
Suggested Alternative						
Built the Relationship						

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CLASS

5

# Delay Tactics

## Synopsis

Class 5 introduces delay tactics. Students observe the teacher demonstrate and practice the skills in roleplay situations. A short quiz at the end of the lesson reviews delay tactics.

## Preparation and Materials

- ▶ Review Appendix A, "How to Use Roleplays."
- ▶ Review Appendix B, "Skills Overview."
- ▶ Post the **Delay Tactics** poster from the Activity Kit or write the Delay Tactics (p. 80) on the board.
- ▶ Refer to Student Workbook for **Possible Delay Tactics** (Worksheet 5.1), **Presents and Flowers** (Roleplay 5.2), **Observer Checklist** (Form 5.3), and **Refusal or Delay Quiz** (Quiz 5.4).
- ▶ *Optional:* Have ready *Roleplay* cards from the Activity Kit.

## Outline of Activities

Activity	Time	Materials
Review Class 4	5 min.	<input type="checkbox"/> None
Introduce Delay Tactics	20–40 min.	<input type="checkbox"/> <b>Possible Delay Tactics</b> (Worksheet 5.1) <input type="checkbox"/> <i>Delay Tactics</i> poster
Demonstrate and Practice Roleplay	5–15 min.	<input type="checkbox"/> <b>Presents and Flowers</b> (Roleplay 5.2) <input type="checkbox"/> <b>Observer Checklist</b> (Form 5.3) <input type="checkbox"/> <i>Roleplay cards (optional)</i>
Quiz and Skills Review	10–20 min.	<input type="checkbox"/> <b>Refusal or Delay Quiz</b> (Quiz 5.4)
Lesson Summary	2 min.	<input type="checkbox"/> None

## Activities

### Review Class 4

Review the elements of an effective refusal.

### Introduce Delay Tactics

1. Explain that *delay tactics* are another way to handle difficult situations and avoid unwanted and unprotected sex. For many reasons, it's usually better to simply say no to offers you don't like. But people often feel confused about how to say no. Others may not have the courage to say no to their friends. Without time to think of what to do, they can impulsively make a poor decision. In such cases people might use a delay tactic to gain time to think about what they really want. Remember, sooner or later you have to give a clear "no" message.

#### Delay Tactics

1. Make a delay statement.
2. Take a delay action.
3. Create space.
4. End the situation quickly.
5. Build the relationship (if appropriate).

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2. Provide an overview of the delay model students will be using. List the 5 behaviors on the board or display the *Delay Tactics* poster from the Activity Kit. It's important to point out that an effective delay doesn't need to use all these behaviors. The goal is to end the interaction as quickly as possible and not let it drag on. (See Appendix B, Skills Overview, for specific examples of each delay tactic.)
3. Have students turn to **Possible Delay Tactics** (Worksheet 5.1) in their workbooks. Briefly review the examples and ask students to add additional statements and actions.

## Demonstrate and Practice Roleplay

Use the same format for roleplay as described in Class 4. Have students locate **Presents and Flowers** (Roleplay 5.2) and the **Observer Checklist** (Form 5.3) in their workbooks.

- Allow the students to write responses that Person 2 could use. Ask them to try to apply 1 or 2 of the delay tactics.
- Have 2 students demonstrate the roleplay.
- Divide into groups.
- Students should count off in the groups and rotate scripted, unscripted and observer roles. Tell students they don't have to repeat *Setting the Stage* each time they enact the roleplay. Once they understand the setting they can go directly to the dialogue. The observers should look for behaviors that show delay tactics. It is not necessary to use all the tactics to be effective.

Optional: Hand out a set of *Roleplay* cards to each group. Ask each member to take 1 card. Review each role with the whole group.

- Student Roleplayer #1: Read lines.
- Student Roleplayer #2: Respond to lines.
- Student Observer #1: Set the stage for the roleplay, and use **Observer Checklist**.
- Student Observer #2: Use **Observer Checklist** and lead small-group discussion using the guidelines on the back of the card.

*(continued)*

## Quiz and Skills Review

Have students turn to the **Refusal or Delay Quiz** (Quiz 5.4) in their workbooks. After students complete it, have them exchange papers with the student next to them. Go over the content to review the skills.

## Lesson Summary

Remind students that this class introduced delay tactics and refusals to help them in situations in which they feel pressured to have sex or do something else they may not want to do. Students probably already use these skills to manage situations with friends and family. Using them to avoid pregnancy, HIV and other STIs may be the most important of all.



Lista 5.3

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_

**Lista del observador  
Tácticas para posponer el acto sexual**

ACTUACION #

CONDUCTA	1	2	3	4	5	6
Dijo lo necesario						
Actuó correctamente						
Puso espacio entre ambos						
Terminó la situación rápidamente						
Fomentó la relación						

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Form 5.3

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Observer Checklist  
Delay Tactics**

ROLEPLAY #

BEHAVIOR	1	2	3	4	5	6
Used Delay Statement						
Used Delay Action						
Created Space						
Ended the Situation Quickly						
Built the Relationship						

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**Quiz 5.4**  
(for teacher reference)

Cuestionario 5.4

Nombre: \_\_\_\_\_

**Cuestionario sobre rechazar o dilatar el acto sexual**

1. Escribe tres acciones de rechazo o alternativas que podrías sugerir si estuvieras a solas con alguien que sale contigo y quisiera evitar el acto sexual.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Lee las situaciones a continuación y escribe la respuesta que tú dices para rechazar o dilatar el acto sexual. Decide si usas una frase que lo rechaza o lo atrasa e incluye una acción como alternativa.

2. Tu pareja ha estado bebiendo y trata de convencerte de ir a dar una vuelta en carro. Tú no crees que deberían hacerlo pero no deseas comenzar una discusión. ¿Que dices y que haces?

Para rechazar o dilatar: \_\_\_\_\_

Acción como alternativa: \_\_\_\_\_

3. Eres en casa con tu pareja. Nadie más estará allí durante varias horas. Tú no deseas hacer el acto sexual pero tu pareja comienza a besarte y trata de desabrochar tu ropa. ¿Que dices y que haces?

Para rechazar o dilatar: \_\_\_\_\_

Acción como alternativa: \_\_\_\_\_

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Quiz 5.4

Name: \_\_\_\_\_

**Refusal or Delay Quiz**

1. Write 3 delay actions you could use or alternatives you could suggest if you were alone with someone you were dating and wanted to avoid sex.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Read the situations below and write the refusal or delay response you would use to handle the situation. Decide whether to use a refusal or a delay statement and include an alternative action.

2. Your partner has been drinking and tries to talk you into going for a ride. You don't think you should go but you don't want to get into an argument. You say and do:

Refusal or delay: \_\_\_\_\_

Alternative action: \_\_\_\_\_

3. You're at home with your partner. Nobody else will be home for several hours. You don't want to have sex, but your partner begins to kiss you and tries to take off your clothes. You say and do:

Refusal or delay: \_\_\_\_\_

Alternative action: \_\_\_\_\_

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# CLASS 6 **Avoiding High-Risk Situations**

## Synopsis

Through a class discussion and a mini-lecture, students identify situations termed “yellow alert” and “red alert,” situations that can lead to unwanted or unprotected sex. Students practice dealing with the two types of alerts in the activity **Handling Risky Situations**. Then, using the worksheet **Protection: True or False?** they begin activities related to protecting themselves from pregnancy or HIV and other STIs.

## Preparation and Materials

- ▶ Review **Signs of Sex, Signs of Caution** (Teacher Reference 6.1).
- ▶ Refer to Student Workbook for **Handling Risky Situations** (Worksheet 6.2) and **Protection: True or False?** (Worksheet 6.3).
- ▶ Have ready *Signs of Sex, Signs of Caution* posters from the Activity Kit.

## Outline of Activities

Activity	Time	Materials
Discuss Homework	15 min.	<input type="checkbox"/> Completed <b>Talk to Your Parent/Trusted Adult</b> (Homework 3.1)
Signs of Sex and Caution Mini-Lecture	10 min.	<input type="checkbox"/> <b>Signs of Sex, Signs of Caution</b> (Teacher Reference 6.1) <input type="checkbox"/> <i>Signs of Sex, Signs of Caution</i> posters
Handling Risky Situations	10 min.	<input type="checkbox"/> <b>Handling Risky Situations</b> (Worksheet 6.2)
Protection: True or False? Round 1	10 min.	<input type="checkbox"/> <b>Protection: True or False?</b> (Worksheet 6.3)
Lesson Summary	5 min.	<input type="checkbox"/> None

## Activities

### Discuss Homework

1. Discuss **Talk to Your Parent/Trusted Adult** (Part B), from Class 3. Remind students that you don't want them to repeat what the person they talked with said about any question and that they should keep in mind their privacy. Ask them what they learned from *each* question regarding the following issues:
  - When talking to your parent or other trusted adult, what, if anything, surprised you?
  - How do you think parents' or trusted adults' ideas impact the way you think and feel about relationships and sex? How might your ideas impact their views?
  - How would it feel to talk to your parent or a trusted adult again? How could continuing to talk with them help you make important decisions about relationships and sex?
2. As you guide the discussion, keep in mind that the purpose is to encourage students and their parents or other trusted adults to talk. Help students listen to the point of view of their parents or other trusted adults. Ask them to report what they learned rather than to evaluate whether they agree with the parent or other trusted adult. Ask them to turn in the signed sheet to show they completed the assignment.

## Signs of Sex and Caution Mini-Lecture

1. Remind students that there are two ways to avoid pregnancy and STIs, including HIV: say no to sex or use protection. To be successful at either, you have to be prepared. Many teens who get pregnant or infected with an STI say they didn't protect themselves because they didn't expect to have sex. Explain that there are often signs they can watch for that will alert them that sex could happen.

Ask students to think of the signs in two categories: *yellow alert* and *red alert*.

2. *Yellow alerts* are signals that there may be a risk of unprotected sex in the future and that you should slow down and prepare yourself to avoid pregnancy or infection. *Yellow alert* signals occur when:
  - You or your partner might be thinking about sex or talking about it.
  - You think that there will be a chance for sex because you will be alone or are planning to be alone.

*Yellow alert* signals tell you that you need a sound plan for avoiding having sex or protecting yourselves from unintended pregnancy and STIs, including HIV.

*Red alert* signs show that there's a more immediate risk of unprotected sex, and you have to act fast to protect yourself. *Red alert* signs usually occur about 20 minutes to an hour before the high-risk moment when:

- You're alone with the other person.
- You may have done a lot of touching and are feeling close.
- You or your partner have been drinking or using other drugs and may not be able to respect each other's boundaries/wishes.

You can still stop and decide not to have sex or you can still use protection. But if you go past a red alert signal without stopping and/or preparing first, you put yourself at risk for pregnancy, HIV and other STIs.

3. List *Yellow Alert* and *Red Alert* headings on the board and offer a few examples of signs (see Teacher Reference 6.1). Then add signs that the students suggest.

*Optional:* Display the *Signs of Sex*, *Signs of Caution* posters from the Activity Kit. Discuss the signs listed. You may want to add student suggestions to the posters or on a separate chart paper.

4. Lead students in a discussion that focuses on what to do to abstain from sex or avoid unprotected sex. Use signs offered by students to shape the discussion.

(continued)

## Handling Risky Situations

1. Explain to students that they now have had the opportunity to clearly identify sex alert situations. The next step is to learn to deal effectively with those situations. That is, they need to think about possible ways to get out of a risky situation.
2. Have students turn to **Handling Risky Situations** (Worksheet 6.2) in their workbooks. Students should name 2 yellow alert signs and 2 red alert signs and identify an alternative action plan for each. Tell students that red alert situations usually require *alternative actions*, *delaying* or *refusal* until the risky moment passes or until you're able to get protection. In yellow alert situations, students can avoid the situation entirely or get protection so that a red alert situation doesn't occur.
3. Discuss an example: If the student wrote "I'm going to a party where there's drinking and no adults will be there" as a yellow alert sign, they might generate an alternative action plan such as:
  - I'm going to think through what I will do to stop if I get close to having sex.
  - I'll plan something to do that will keep us away from having sex.
  - I'll stop and get protection at the drugstore before I get to the party.

Allow students to work alone or with one other person to finish the worksheet.

### **Note to the Teacher**

*Teens usually find this level of specificity and planning difficult at first. But the exercise does get students started in planning to avoid an unwanted pregnancy or HIV.*

4. When students have finished, review each statement and have several volunteers share their suggestions for ways to handle the situation. Remind students that because we're all individuals, some approaches will feel more personally comfortable than others.

## Protection: True or False? Round 1

1. At some time in their lives, most people decide they're ready to have sex but not to become pregnant. To have sex but avoid pregnancy and STIs, people must consistently and effectively use protection. To do that, they must know what they're doing. This activity helps students learn how much they know and how much they need to know to avoid pregnancy or HIV and other STIs.
2. Introduce this activity by explaining there are many falsehoods or nontruths about protection. Tell students they will be involved in a 2-part activity designed to help them get the facts about protection.
3. Have students turn to **Protection: True or False?** (Worksheet 6.3) in their workbooks. Have them complete only the Round 1 section. Explain that they'll be completing the Round 2 section after a discussion about protection in a future class. At that time each statement will be reviewed and discussed. If using individual worksheets instead of workbooks, ask students to hand in their worksheets with their names on them, to be handed out again for Round 2, which will be done in Class 9. The Teacher Key for **Protection: True or False?** is provided for Round 2.

### Note to the Teacher

*Depending on the emphasis you bring to teaching this curriculum, your students may not have covered all the material in the **Protection: True or False?** activity. Items related to pregnancy prevention and HIV prevention are all, nonetheless, included in this exercise because all of this material is of interest to youth and relevant to the goals of the curriculum.*

## Lesson Summary

Conclude the class by reviewing each activity. First students discussed the conversations they had with their parent(s) or a trusted adult. Then they looked at *yellow alert* or *red alert situations* and practiced dealing with these types of situations to avoid unprotected sex. Finally, they had the chance to write down what they think about protection facts.

## Signs of Sex, Signs of Caution

### Yellow Alert Signs

- z I think about ways to be alone with this person.
- I think about touching and getting more intimate with this person.
- I think about having sex with this person.
- We talk about having sex with each other.
- We touch “by accident.”
- We talk about being alone at home.

### Red Alert Signs

- s We make and take opportunities to touch.
- We touch each other in more ways and are getting excited.
- We go to a place to “get away from everybody.”
- We’re drinking or using other drugs.
- We’re alone at home.

Hoja de trabajo 6.2

Nombre \_\_\_\_\_

### Comportamiento en situaciones riesgosas

Instrucciones: Escribe a continuación dos señales amarillas de precaución. Luego describe un plan para prevenir o controlar una crisis. Luego haz lo mismo para las señales rojas de precaución.

AMARILLA 1. \_\_\_\_\_  
 Plan de acción como alternativa: \_\_\_\_\_

AMARILLA 2. \_\_\_\_\_  
 Plan de acción como alternativa: \_\_\_\_\_

ROJA 1. \_\_\_\_\_  
 Plan de acción como alternativa: \_\_\_\_\_

ROJA 2. \_\_\_\_\_  
 Plan de acción como alternativa: \_\_\_\_\_

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Worksheet 6.2

Name: \_\_\_\_\_

### Handling Risky Situations

Directions: Write down 2 yellow alert signs. Then describe a plan to prevent or manage the crisis. Then do the same for red alerts.

YELLOW 1. \_\_\_\_\_  
 Alternative Action Plan: \_\_\_\_\_

YELLOW 2. \_\_\_\_\_  
 Alternative Action Plan: \_\_\_\_\_

RED 1. \_\_\_\_\_  
 Alternative Action Plan: \_\_\_\_\_

RED 2. \_\_\_\_\_  
 Alternative Action Plan: \_\_\_\_\_

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Hoja de trabajo 6.3

Nombre: \_\_\_\_\_

**Protección: ¿Cierto o falso?**

Instrucciones: Lee cada situación y en la columna 1 haz un círculo alrededor de la C si piensas que es cierto o de la F si piensas que es falso. No marques nada en la columna 2 hasta que se te pida.

	Parte 1	Parte 2
1. La mejor manera de usar un condón es ponerlo bien apretado.	C o F	C o F
2. Los adolescentes pueden obtener píldoras sin receta, usar un método de planificación familiar y un controlador médico, sin el permiso del padre o de la madre.	C o F	C o F
3. Las parejas de las personas que tienen VIH pueden usar métodos conocidos como PEP para protegerse.	C o F	C o F
4. Una mujer puede usar un DIU, aunque nunca haya tenido un bebé.	C o F	C o F
5. Usar un condón de látex correctamente cada vez que se tienen relaciones sexuales es muy eficaz para evitar el VIH.	C o F	C o F
6. Está bien usar Vaselina como lubricante cuando se usan condones de látex.	C o F	C o F
7. Las mordisucas pueden quedar embolsadas si tienen relaciones sexuales durante su regla.	C o F	C o F
8. Los parches, anillos o píldoras anticonceptivas, si se usan sin otro método, son eficaces para evitar las enfermedades de transmisión sexual (ETS).	C o F	C o F
9. La ducha vaginal después de la relación sexual ayuda a los separamientos y protege contra el embarazo y las ITS.	C o F	
10. Cuando se usa un condón, es importante que el macho rasque el peine de la vagina en seguida después de ejacular.	C o F	
11. Una mujer se le protege con la píldora el día que comienza a tomar la píldora.	C o F	

Reduciendo el riesgo ■ Cuaderno del alumno

Worksheet 6.3

Name: \_\_\_\_\_

**Protection: True or False?**

Directions: Read each situation and circle T if you think it's true or F if you think it's false under the Round 1 column. Do not make any marks under Round 2 column until directed to do so.

	Round 1	Round 2
1. When putting on a condom, it's important to pinch the tip of the condom.	T or F	T or F
2. Teenagers can get birth control pills from family planning clinics and doctors without permission from a parent.	T or F	T or F
3. Partners of people who are living with HIV can use medicine known as PEP to protect themselves.	T or F	T or F
4. A person who's never had a child can use an IUD for birth control.	T or F	T or F
5. Using a latex condom correctly every time you have sexual intercourse is very effective in preventing HIV.	T or F	T or F
6. It's OK to use Vaseline or lotion when using latex condoms.	T or F	T or F
7. If a condom breaks or slips, there is nothing that someone can do to protect themselves from pregnancy or HIV.	T or F	T or F
8. Birth control pills, patches or rings used alone are effective in preventing sexually transmitted infections (STIs).	T or F	T or F
9. Douching after sex will wash out the sperm and protect against pregnancy and STIs.	T or F	T or F
10. When a person is using a condom, it's important to pull out right after ejaculation.	T or F	T or F
11. A person is protected from pregnancy the day they begin taking the pill.	T or F	T or F
12. Abstinence is the most effective method of avoiding HIV.	T or F	T or F

(continued)

Reducing the Risk ■ Student Workbook

# CLASS 7 Getting and Using Protection—1

Due to local School District policies we DO NOT do a condom demonstration.

05:27 PM

## Note to the Teacher

When making decisions about discussing and demonstrating methods of protection from pregnancy and STI, you must **adhere to district guidelines and policies** that may be in effect. Make sure parents/guardians have been informed if demonstrations of methods of protection will take place in class.

Throughout the discussion about protection, remind students that this information is for when they decide to have sex, which might not be for a long time. However, it is important information that they will need eventually.

## Synopsis

Chapter 7 uses lectures and visual aids to provide information on methods for protection against unplanned pregnancy or STI. As a homework assignment, students research prices and descriptions of nonprescription products.

## Preparation and Materials

- ▶ Review the information in **Ways to Prevent Pregnancy—Teacher Notes**.
- ▶ Refer to Student Workbook for **Shopping Information Form** (Homework 7.1).
- ▶ Have a classroom set of *Birth Control Facts for Teens* (included in the Activity Kit and available from ETR, [www.etr.org/store](http://www.etr.org/store)).
- ▶ For visual aids, obtain:
  - 2 condoms with different colors, shapes or styles
- ▶ As needed, review information in Appendix F, Reproductive Anatomy and Physiology.

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The Teacher Notes are for teacher review ONLY

Students do not do the shopping assignment as homework. Information is reviewed together as a class.

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## Outline of Activities

Activity	Time	Materials
Ways to Prevent Pregnancy—Lecture	30 min.	<input type="checkbox"/> <b>Ways to Prevent Pregnancy—Teacher Notes</b> <input type="checkbox"/> A classroom set of <i>Birth Control Facts for Teens</i> pamphlet
Shopping Information Homework	10 min.	<input type="checkbox"/> <b>Shopping Information Form</b> (Homework 7.1)
Lesson Summary	5 min.	<input type="checkbox"/> None

## Activities

### Ways to Prevent Pregnancy—Lecture

1. Tell students you're going to review different methods people use to keep from getting pregnant. Some of the following information will explain statements on the **Protection: True or False?** worksheet. Tell students they'll get a chance to use any new information when they do Round 2 of that activity. Remind students to listen and take notes, because there will be a quiz at the beginning of Class 9.
2. Tell students there are many ways to try to prevent pregnancy. Elicit from students the methods they are familiar with.

Explain that in this class they will discuss the methods they are most interested in and which are most effective if used correctly and consistently. Emphasize that some methods help prevent both pregnancy and STI, while other methods do not.

**Note to the Teacher**

The following lecture information is for you, the teacher. Be sure any information for students conforms to your district guidelines. Withdrawal is included in the lecture because it is a commonly used form of contraception among youth. Avoid shaming messages about this method, and offer it as one of many options. Withdrawal is a behavioral skill that can be developed and can be combined with other methods for increased effectiveness (Laris et al., 2020; Hatcher et al., 2018).

3. The *Birth Control Facts for Teens* pamphlet contains illustrations and descriptions of methods commonly used by teens. You may wish to provide a copy to each student to help identify the methods from the lecture.

**Shopping Information Homework**

1. Tell students that knowing the facts about protection is important. Protection takes more than *knowing* to avoid pregnancy and STI—it takes *action*. Have students locate the **Shopping Information Form** (Homework 7.1) in their workbooks. There are 2 copies of the form. **Explain that they don't have to buy condoms or lubricant**, but they do need to go to two stores (either online or in person) to get prices and descriptions of these items. If the students choose to look for condoms online, encourage them to also find a place near them that offers free condoms (such as a clinic) as well as a reputable store. The homework assignment, due in a later class, gives students the experience of preparing to obtain protection.
2. Tell students to fill in all information for 3 kinds of condoms and 1 type of lubricant. The brand name is the maker of the product. For condoms, also indicate the product's shape/style and color. Ask the students to make note of any other birth control options available to them in the store (Emergency Contraception, spermicides, etc.). After students leave the store, they should complete items 3 and 4 to indicate how comfortable they were there and whether they would recommend the store to a friend. Put down the store's hours, too, because it may be important to know where to get protection at any time.

**Lesson Summary**

Conclude this lesson by stating that there are different methods of protection, each with its own characteristics, disadvantages and advantages. Except for abstinence, there is no 100% safe and effective method. Certain methods that are used to prevent pregnancy still require the use of condoms to prevent STI. In the next lesson, Class 8, students will receive specific information on a number of ways to protect against HIV.

# Methods of Protection

**Directions:** The information below will be discussed in class. For each method of protection, mark the appropriate box or fill in the missing information.

## Methods of protection from pregnancy and/or STD

Method	Protects against Pregnancy	Protects against STDs	Percent Effectiveness	Where to get it	Cost
Withdrawal	<input type="checkbox"/>	<input type="checkbox"/>			
Rhythm	<input type="checkbox"/>	<input type="checkbox"/>			
Hormone Methods (Pill, Patch, Ring)	<input type="checkbox"/>	<input type="checkbox"/>			
Depo Provera	<input type="checkbox"/>	<input type="checkbox"/>			
Implanon (Arm Implant)	<input type="checkbox"/>	<input type="checkbox"/>			
IUD (Intrauterine device)	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
External Condoms	<input type="checkbox"/>	<input type="checkbox"/>			
Vasectomy	<input type="checkbox"/>	<input type="checkbox"/>			
Tubal Ligation	<input type="checkbox"/>	<input type="checkbox"/>			
Plan B	<input type="checkbox"/>	<input type="checkbox"/>			
Abstinence	<input type="checkbox"/>	<input type="checkbox"/>			

**Building Skills to Prevent Pregnancy, STD and HIV**

CLASS

8

# Getting and Using Protection—II

## Note to the Teacher

When making decisions about discussing and demonstrating methods of protection from pregnancy and STIs, you must **adhere to district guidelines and policies** that may be in effect. Additionally, you must use your best judgment about the appropriateness of these activities in your individual school. Make sure parents have been informed if demonstrations of methods of protection will take place in class.

Throughout the discussion about protection, remind students that this information is for when they decide to have sex, which might not be for a long time. However, it is important information that they will need eventually.

## Synopsis

~~The first half of Class 8 concludes with a lecture and condom demonstration.~~

In the second part of Class 8, students prepare to locate clinics in their area and make plans for contacting one to get information about protection.

Students then apply their knowledge about protection to decide which method(s) might be best for them. Options for this class include a guest speaker from a local clinic or a field trip to a local clinic.

## Preparation and Materials

- ▶ For demonstration purposes, obtain 1 external latex, polyurethane or polyisoprene condom. Be aware that students may have latex allergies.
- ▶ Review information contained in this lesson in **Latex Barriers for Preventing HIV and STI—Teacher Notes**.
- ▶ Practice unrolling a condom over 2 fingers or a condom demonstrator (available for purchase at <https://www.etr.org/store/product/condom-demonstrator>).
- ▶ Determine the activities to use in this class based on the most appropriate way to work with your local clinic(s).
- ▶ To facilitate the process of locating a clinic, teachers who have access to the Internet can bookmark pages for local clinics and either project the web pages onto a classroom screen or provide students with a website address.

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Visit or Call a Clinic activity is completed together in class.

Tarea de deber 8.1

Nombre: \_\_\_\_\_

**Visita o llamada a una clínica**

- Nombre de la clínica: \_\_\_\_\_
- Dirección y número de teléfono de la clínica: \_\_\_\_\_
- La clínica está abierta de las \_\_\_\_\_ de la mañana a las \_\_\_\_\_ de la tarde, \_\_\_\_\_ días por semana.
- Los siguientes servicios están disponibles en la clínica:
 

Planificación Familiar	Análisis de ITS	Vacuna del VIH
Pruebas de embarazo	Tratamiento de ITS	Prueba del VIH
Atención prenatal	Asesoramiento	Estérilización
Atención a personas con VIH	Atención a personas con VIH	
Atención a personas con VIH	Atención a personas con VIH	
- Un examen de rutina o una consulta para información sobre Planificación Familiar cuesta \$ \_\_\_\_\_.
- La mayoría de los estados tienen leyes que exigen que las clínicas no pueden divulgar información sobre sus pacientes sin el consentimiento. Indígenas o los pacientes han visitado o en la clínica. A esto se le llama "confidencialidad del paciente". La legislación de confidencialidad de esta clínica es la siguiente: \_\_\_\_\_
- Además del inglés, se hablan los siguientes idiomas en esta clínica: \_\_\_\_\_
- ¿Hasta qué punto me sentí cómodo/a en esta clínica? Incluye cosas como decoración, amabilidad del personal, revistas o folletos disponibles en la sala de espera, etc.
 

1	2	3	4
muy cómodo(a)	comod(a)	bastante cómodo(a)	
- ¿Recomendaría/recomendaría esta clínica a una amiga/o para un examen o una consulta para información sobre protección?
 

Responde a) escribiendo por qué si o por qué no.
- Algo que aprendí en esta clínica: \_\_\_\_\_

Responde a) escribir un folleto o dibujo de la clínica.

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Homework 8.1

Name: \_\_\_\_\_

**Visit or Call a Clinic**

- Name of clinic: \_\_\_\_\_
- Address and phone number of clinic: \_\_\_\_\_
- Clinic is open from \_\_\_\_\_ a.m. to \_\_\_\_\_ p.m. \_\_\_\_\_ days a week.
- The following services are available at this clinic:
 

Birth control	STI test	HPV vaccine
Pregnancy tests	STI treatment	HIV test
Prenatal care	Counseling	Sterilization
LABS	Emergency contraception	
- A fee for the examination or consultation about birth control information costs \$ \_\_\_\_\_.
- Most states have laws that clinics can't disclose information about clients without written consent including whether or not clients visit the clinic. This is called "patient confidentiality." This clinic's confidentiality policy is as follows: \_\_\_\_\_
- Beside English, the following languages are spoken at this clinic: \_\_\_\_\_
- If you visited (other than called) the clinic, answer this question: How did the following level of comfort in this clinic include such things as decor, staff, lines or staff, reading material available in waiting room, etc.?
 

1	2	3	4
Very comfortable	Comfortable	Fairly comfortable	Uncomfortable
- Would you recommend this to a friend visit this clinic for an exam or to talk about protection?
 

Write 2 sentences telling why or why not.
- Something I learned at this clinic: \_\_\_\_\_

Responde a) Attach a card or brochure from the clinic.

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**Homework 8.2**  
(for teacher reference)

**Class 8 • Getting and Using Protection—II**

Tarea de deber 8.2

Nombre: \_\_\_\_\_

**Cómo llegar a la clínica**

Autobús o tren desde la escuela a la clínica

¿Que autobús tomas? Número o nombre del autobús \_\_\_\_\_

¿Dónde tomas el autobús? \_\_\_\_\_

¿Necesitas cambiar de autobús? Sí No

¿Que camino haces? \_\_\_\_\_

¿Dónde te bajas? \_\_\_\_\_

¿Más o menos cuánto tiempo que caminar desde la parada del autobús hasta la clínica?

\_\_\_\_\_

\_\_\_\_\_

En carro, en bicicleta o caminando de la escuela a la clínica

Describe la ruta de tu casa o de la escuela a la clínica. Da el nombre de todas las calles y los números de las esquinas. Trata de recordar y escribir otros detalles de la ruta como un restaurante o un parque que te indiquen dónde volver.

En la hoja o mapa adjunto he descrito o marcado

La ruta en carro

La ruta en bicicleta

La ruta caminando

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Homework 8.2

Name: \_\_\_\_\_

**The Way to the Clinic**

Bus or Train Route from School to the Clinic

Which bus do you catch? Number or name of bus \_\_\_\_\_

Where do you get on the bus? \_\_\_\_\_

Do you need to transfer? Yes No

What are the transfers? \_\_\_\_\_

Where do you get off? \_\_\_\_\_

About how far did you have to walk from the last bus to the clinic?

\_\_\_\_\_

\_\_\_\_\_

Car, Bike or Walking Route from School to the Clinic\*

Describe the route from your house or the school to the clinic. Give all street names and freeway numbers. Try to remember and write down other landmarks such as a fast-food restaurant or a park that are close to you when you turn.

On the attached sheet of paper or map, I have described the:

Car Route

Bike Route

Walking Route

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Hoja de trabajo 8.3

**¿Cómo puedes evitar el embarazo?**

**Instrucciones:** Esta hoja de trabajo es para tu propio uso e información. No es para ser discutida en la clase ni debe entregarse al maestro.

- ¿Qué método(s) para prevenir el embarazo te gustara conocer en mas detalle? \_\_\_\_\_
- ¿Que haras para llegar a conocerlo? \_\_\_\_\_
- ¿Que metodo te parece mas conveniente? \_\_\_\_\_
- ¿Que metodo tiene menos efectos secundarios que puedan preocuparte? \_\_\_\_\_
- ¿Que metodo te parecen suild en fin entre otros para ti? \_\_\_\_\_
- ¿Tienes pareja? ¿Que metodo piensas que tu pareja estaria mas interesada en usar? \_\_\_\_\_
- ¿Que metodo podrian aprobar mas facilmente tu madre y tu padre? \_\_\_\_\_

8. Confirma los resultados de este examen personal haciendo un analisis alrededor del numero que muestra los metodos que te parecen mejores para ti.

	Muy Jor	Bueno
Abstinencia	1	2
DIU	1	2
Implante	1	2
Píldora anticonceptiva	1	2
Parche o anillo anticonceptivo	1	2
Dapofrónora	1	2
Condones	1	2
Espumillada	1	2
Condones + otro metodo	1	2

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Worksheet 8.3

**How Will You Avoid Pregnancy?**

**Directions:** This worksheet is for your own use and information. It is not for class discussion and will not be turned in to the teacher.

- Which method(s) for preventing pregnancy would you like to know more about? \_\_\_\_\_
- How will you find that out? \_\_\_\_\_
- Which method seems most convenient? \_\_\_\_\_
- Which method has the fewest side effects that worry you? \_\_\_\_\_
- Which methods are effective enough for you? \_\_\_\_\_
- Do you have a partner? Which method do you think your partner would be most interested in using? \_\_\_\_\_
- Of which method would your parents be most likely to approve? \_\_\_\_\_

8. What are your conclusions? Circle the numbers that show which methods seem best for you.

	Best Choice	OK Choice	Worst Choice
Abstinence	1	2	3
IUD	1	2	3
Implant	1	2	3
Birth Control Pill	1	2	3
Birth Control Patch or Ring	1	2	3
The Shot (DapoProvera)	1	2	3
Condoms	1	2	3
Withdrawal	1	2	3
Condoms + another method	1	2	3

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# CLASS 9 Knowing and Talking About Protection: Skills Integration—I

## Synopsis

Class 9 is the first of three lessons that provide students the opportunity to practice the communication skills they've learned from earlier lessons on protection, birth control methods and clinic services. Students take a quiz on protection methods, then watch roleplays in which friends talk to each other about issues related to sex. A discussion follows about ways to handle similar situations.

## Preparation and Materials

- ▶ Review Appendix A, "How to Use Roleplays."
- ▶ Have each student's **Protection: True or False?** (Worksheet 6.3) with Round 1 previously completed.
- ▶ Review **Protection: True or False?** (Teacher Key 9.1).
- ▶ Refer to Student Workbook for **An Important Discussion** (Roleplay 9.2), and **An Afternoon Chat** (Roleplay 9.3).



These role plays are included if time permits

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## Outline of Activities

Activity	Time	Materials
Protection: True or False? Round 2	15 min.	□ <b>Protection: True or False?</b> (Teacher Key 9.1)
Demonstrate and Practice Roleplay	30 min.	□ <b>An Important Discussion</b> (Roleplay 9.2)
Demonstrate and Practice Roleplay	30 min.	□ <b>An Afternoon Chat</b> (Roleplay 9.3)
Lesson Summary	2 min.	□ None

## Activities

### Protection: True or False? Round 2

1. Have students return to **Protection: True or False?** (Worksheet 6.3) and complete Round 2, making use of the new information they've learned.
2. After students have completed the worksheet, review each answer using Teacher Key 9.1. Clarify answers as necessary. Ask students if they scored better on the Round 2 column. Discuss as time allows.

### Demonstrate and Practice Roleplay

1. Introduce the friend-to-friend roleplays **An Important Discussion** (Roleplay 9.2) and **An Afternoon Chat** (Roleplay 9.3) in the workbook. Tell students that judgments about sexuality and protection are often made by talking with friends and that it's important to talk to friends in a way that protects our decisions. Explain that if they change their minds about a particular decision (give up what they want) just by talking to a friend, they're more likely to give up what they want when talking to a partner. On the other hand, if they stick with what they want during talks with friends, they're more likely to be clear and firm when a potentially sexual situation with a partner comes up.
2. Use **An Important Discussion** and then **An Afternoon Chat** to demonstrate a discussion between friends with a student volunteer. After the roleplays, ask the class to provide input on other ways to talk about and handle similar situations. To encourage discussion, repeat each line in the roleplays and ask for possible responses from the class.

3. Have students divide into groups as usual and roleplay. There is no **Observer Checklist** for these roleplays.
4. Ask the class to provide examples of other situations that arise when friends talk to each other about things related to sex. Extract useful responses.

**Note to the Teacher**

*If time permits, and **How Will You Avoid Pregnancy?** (Worksheet 8.3) was not completed earlier, have students complete it now.*

**Lesson Summary**

Encourage students to think about how communication skills play an important role in avoiding pregnancy, STI and HIV. With practice, they can not only improve their friendships and relationships, but they can get a deeper understanding of their own feelings and opinions.

## Protection: True or False?

- When putting on a condom, it is important to pinch the tip of the condom..  
**TRUE.** This leaves space to catch the semen during ejaculation.
- Teenagers can get birth control pills from family planning clinics and doctors without permission from a parent.  
**TRUE.** You do not need a parent's permission to get birth control at a clinic. No one needs to know that you are going to a clinic. Depending on the state, online health care sites may offer birth control to young people.
- Partners of people who are living with HIV can use medicine known as PrEP to protect themselves.  
**TRUE.** Pre-exposure prophylaxis (or PrEP) is when people at risk for HIV take daily medicine to prevent HIV. Studies have shown that PrEP reduces the risk of getting HIV from sex by about 99% when taken daily (CDC, 2019a).
- A person who's never had a child can use an IUD for birth control.  
**TRUE.** The IUD is a very effective method of birth control for people who have never been pregnant. As with other methods that only protect against pregnancy, it's important for the person to also use protection against HIV and other STIs.
- Using a latex condom correctly every time you have sexual intercourse is very effective in preventing HIV.  
**TRUE.** Condoms are very effective at preventing HIV when they are used correctly every time a couple has sex. People who are allergic to or don't like latex can use condoms made of polyurethane or polyisoprene. Condoms are also very good protection against pregnancy and most sexually transmitted infections. However, some STIs can be spread by genital touching if infected areas are not covered by the condom. Herpes and HPV are two examples.
- It's OK to use Vaseline or lotion when using latex condoms.  
**FALSE.** Vaseline and other oil-based products can cause latex condoms to break down, which is risky. When using a condom, use only water-based or silicone-based lubricants.

(continued)

## Teacher Key 9.1 Class 9 • Knowing and Talking About Protection: Skills Integration I

7. If a condom breaks or slips, there is nothing that someone can do to protect themselves from pregnancy or HIV.

**FALSE.** To reduce the risk of pregnancy, people can use emergency contraception as soon as possible. Emergency contraception works best in the first 72 hours but can reduce risk of pregnancy for up to 5 days after unprotected sex. To reduce the risk of HIV, people can use PEP, or post-exposure prophylaxis. These medications may be able to prevent the virus from infecting the body if taken immediately after exposure (within 72 hours).

8. Birth control pills, patches or rings used alone are effective in preventing sexually transmitted infections (STIs).

**FALSE.** The birth control pill, patch and ring do not protect against HIV and other STI.

9. Douching after sex will wash out the sperm and protect against pregnancy and STIs.

**FALSE.** Douching may even increase the risk of pregnancy by moving the sperm to the fallopian tubes more quickly. Douching does not kill or wash out the microorganisms that cause STI.

10. When a person is using a condom, it's important to pull out right after ejaculation.

**TRUE.** To avoid pregnancy and STIs, the penis should be pulled out very soon after ejaculating, while it is still hard. Once the penis begins to lose its erection, ejaculate can leak out or the condom can slip off. The person should be sure to hold the condom against the base of the penis while pulling out to reduce slippage or leakage.

11. A person is protected from pregnancy the day they begin taking the pill.

**FALSE.** Most physicians recommend that people abstain or use an additional method of birth control for seven days after starting to use the pill. After this initial period, they will be protected every day, including during a menstrual period.

12. Abstinence is the most effective method of avoiding HIV.

**TRUE.** Not having sexual intercourse is the safest, simplest, most effective way to avoid pregnancy, HIV and most other STIs.

13. Condoms can be used more than once.

**FALSE.** A new latex, polyurethane or polyisoprene condom should be used for every act of sexual intercourse. Never reuse a condom.

14. Sharing needles to inject drugs is one way to get HIV.

**TRUE.** Blood with HIV in it may be left in the needle or syringe and passed on to the next user.

15. IUDs provide very effective protection against pregnancy for up to 10 years.  
**TRUE.** IUDs provide continuous protection against pregnancy. Depending on the type of IUD used, they last from 3 to 10 years.
16. The risk of pregnancy is further decreased by using a condom AND pulling out or withdrawing the penis from the vagina before ejaculation.  
**TRUE.** Using two methods at the same time, such as condoms along with withdrawal or the pill, increases the protection against unintended pregnancy. Withdrawal alone is 80% effective at preventing pregnancy (Hatcher et al., 2018).
17. There are methods of birth control people can use without having to plan ahead.  
**TRUE.** These methods are referred to as Long-Acting Reversible Contraception, and include IUDs and implants. These methods are more than 99% effective in preventing pregnancy, and, once they're in, there's nothing else to do and nothing to remember in terms of birth control. But LARCs don't protect people from HIV or other STIs, so it's still important to use condoms too.
18. A birth control implant provides protection against pregnancy for 3 years.  
**TRUE.** The implant is a tiny rod of plastic that releases hormones. It's inserted under the skin and lasts for 3 years.
19. You can get a vaccine to protect you from some kinds of STIs.  
**TRUE.** There is a vaccine that protects young people against many types of HPV (Human Papillomavirus). This virus can cause genital warts and cervical cancer. Two doses of the HPV vaccine, 6 to 12 months apart, are recommended for people of all genders at age 11–12; but the vaccine can be given as early as age 9. Teens age 15 and older may need three doses instead of two. People up to age 45 can get the vaccine, although it's recommended at younger ages because the vaccine works best when it's given before a person has had sex. There is also a vaccine that protects against hepatitis B, a virus that causes liver damage. Most people get the hepatitis B vaccine as infants, but young people and adults can also get vaccinated (CDC, 2019c).
20. Teens who identify as lesbian, gay or bisexual do not have to worry about preventing pregnancy.  
**FALSE.** Teens of all sexual orientations and gender identities need to know how to protect themselves from unintended pregnancy. Students who are lesbian, gay or bisexual (LGB) are all at risk of pregnancy if they have penis-in-vagina sex with a partner. Some studies have found that LGB youth are more likely to be involved in an unintended pregnancy than their straight peers (Saewyc, 2014).

Actuación 9.2

**Una plática importante**

**Preparando la escena:**  
Dos amigos salen de la escuela después de clase, discutiendo sus opiniones sobre el uso de condones.

**Amigo:** Sabes, ¡odioso usar preservativos!  
**Tú:** Shhhh. Pueden oírnos.

**Amigo:** ¿Prefieres que use la palabra "condón" ?  
**Tú:** No, puedes decir "preservativo". Es que simplemente me da vergüenza hablar de esas cosas... Tampoco me gustan.

**Amigo:** A mí lo que no me gusta es que tienes que usar la acción. Se puede algo. Y además... me gusta cómo se dan de un uso. Se siente más... más natural.  
**Tú:** Sí, ya lo veo. Pero véte lo que hemos aprendido en clase. Que si hacemos el acto sexual, los condones son la mejor protección contra el embarazo y las ITS.

**Amigo:** Tienes razón. No tengo más remedio que cambiar de actitud y usarlos. Mi vida anda sobre riñón en estos momentos y quiero que siga así.  
**Tú:** Eso es lo que yo me temblaba. De esa manera podremos hacer todo lo que pensamos hacer en la secundaria y en nuestro futuro.

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Roleplay 9.2

**An Important Discussion**

**Setting the Stage:**  
Two friends are leaving campus at the end of the day, discussing their feelings about using condoms.

**Friend:** You know, I just hate using condoms!  
**You:** Shhh. People can hear us.

**Friend:** Do you want me to use the word "rubber" instead?  
**You:** You can use the word "condom." I just get embarrassed talking about these things...I don't like them either.

**Friend:** I just don't like to stop what's going on. You lose something. And...I like the way it feels without it. It feels more...well, natural.  
**You:** Well, I know what you mean. But you know what we've learned in class. If you're having sex, condoms are the best protection against pregnancy and STI.

**Friend:** I guess you're right. I'll just have to change my attitude and be sure we use them. My life's pretty good now. I want to keep it that way.  
**You:** That's how I feel. This way, we can do everything while planning to do in high school and then afterward.

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**Roleplay 9.3**  
(for teacher reference)

Class 9 • Knowing and Talking About Protection: Skills Integration I

Actuación 9.3

**Una charla por la tarde**

Preparando la escena:  
Estás conversando con una amiga después de salir de la escuela. Le dices que tú y tu pareja están pensando en ir a una clínica de planificación familiar para pedir la inyección. Tu amiga no cree que la inyección sea un buen método para ustedes y habla primero.

Amig@: Ten cuidado, la inyección puede hacer que tu (o tu pareja) aumenten de peso.  
Tú:

Amig@: Pero ¿no dicen que la inyección puede causar cáncer?  
Tú:

Amig@: Bueno, de cualquier manera tendrán que demostrar a la mamá de uno de ustedes, ya que probablemente necesitarán permiso de uno de sus padres para conseguir la inyección, ¿no?  
Tú:

Amig@: Y ¿no se olvidará la inyección?  
Tú:

Amig@: Si que yo ni de día te me acordaría de ir a por mi inyección cada 3 meses.  
Tú:

Amig@: ¿Qué van a usar para evitar las ITS? (La inyección no da protección al VIH)  
Tú:

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Roleplay 9.3

**An Afternoon Chat**

Setting the Stage:  
You are talking with a friend after school. You tell your friend that you and your partner are thinking about going to a family planning clinic and getting the shot. Your friend doesn't think the shot is a good method for you. Your friend speaks first.

Friend: Watch out, the shot might make you (your partner) gain weight.  
You:

Friend: But doesn't the shot give you (your partner) cancer?  
You:

Friend: Anyway, you'll have to tell your (your partner's) mother because you probably need a parent's permission to get the shot.  
You:

Friend: Isn't it really expensive to get the shot?  
You:

Friend: I know I'd never remember to go get a shot every 3 months.  
You:

Friend: What will you use to prevent STD? The shot won't protect you from getting HIV!  
You:

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# CLASS 10 Skills Integration—II

## Synopsis

Class 10 provides students with further opportunities to practice the skills they are learning to help them say no and to make decisions about protection. In addition to partially scripted roleplays, students are presented with “situations” in which they must decide as a group how to handle difficult predicaments.

## Preparation and Materials

- ▶ Review Appendix A, “How to Use Roleplays.”
- ▶ Make 4 copies each of **Situation A** and **B** (Group Handouts 10.1 and 10.2).
- ▶ Refer to Student Workbook for **Two Hours to Kill** (Roleplay 10.3), **A Small Party** (Roleplay 10.4), and **Observer Checklist** (Form 10.5).
- ▶ Have ready *Refusals* and *Delay Tactics* posters.  
*Optional:* Have ready Roleplay cards from the Activity Kit.



These role plays are included if time permits

05:59 PM

## Outline of Activities

Activity	Time	Materials
Review Refusals	5–10 min.	□ <i>Refusals</i> and <i>Delay Tactics</i> posters
Generating Alternatives	15–25 min.	□ <b>Situation A</b> (Group Handout 10.1) □ <b>Situation B</b> (Group Handout 10.2)
Roleplay in Small Groups	15–25 min.	□ <b>Two Hours to Kill</b> (Roleplay 10.3) □ <b>A Small Party</b> (Roleplay 10.4) □ <b>Observer Checklist</b> (Form 10.5) □ <i>Refusals</i> and <i>Delay Tactics</i> posters □ <i>Roleplay</i> cards (optional)

## Activities

### Review Refusals

Review the skills students have learned, using the *Refusals* and *Delay Tactics* posters from the Activity Kit.

Have students recall behaviors of effective refusals: (1) use the word no, (2) use body language to send a nonverbal no, (3) repeat no, (4) suggest an alternative, and (5) build the relationship.

### Generating Alternatives

1. Tell students this activity will have them consider an important part of refusals—suggesting an alternative.
2. Divide class into 4 groups. Give **Situations A** and **B** (Group Handouts 10.1 and 10.2) to each group. Give 1 person in each group the situation sheet and ask him or her to record the alternatives the group discusses.
3. Give groups a couple of minutes to read the situations and then list as many alternatives as they can for each. Explain that the goal is to think of as many options as they can and to look at the situation from as many points of view as possible.
4. Have a volunteer from each group present their suggestions regarding **Situation A** to the class. Reinforce the number of options provided by the class—having a lot of options in mind will help them find ways to live up to their decisions not to have unprotected sex. If one idea doesn't work, they can always try another. When discussing **Situation B**, some youth may suggest

using something around the house such as plastic wrap as being similar to a condom. Ask students to reflect on the limitations of those types of barriers (are ineffective at preventing STI transmission, would not stay in place, etc). Encourage students to reflect on the opportunity for building the relationship by showing respect for each other's health.

## Roleplay in Small Groups

1. Suggest to students that the alternatives they have just suggested could be used in the next roleplays, **Two Hours to Kill** (Roleplay 10.3) and **A Small Party** (Roleplay 10.4).
2. Have the groups stay together and locate the roleplays in their workbooks. Again, instruct students to alternate the roles in the unscripted parts. Make sure each student has the chance to be in the unscripted role. Have students use the **Observer Checklist** (Form 10.5) in their workbooks. Walk around and facilitate student-to-student feedback.

*Optional:* Hand out a set of Roleplay cards to each group. Ask each member to take 1 card. Review each role with the whole group.

- Student Roleplayer #1: Read lines.
- Student Roleplayer #2: Respond to lines.
- Student Observer #1: Set the stage for the roleplay, and use **Observer Checklist**.
- Student Observer #2: Use **Observer Checklist** and lead small-group discussion using the guidelines on the back of the card.

## Lesson Summary

By now, students should be comfortable with the roleplaying format. They are ready to add other skills, such as “thinking on their feet” to generate options in various situations. They will have two more classes of roleplaying practice. It is important that they are moving toward mastery of roleplaying in the next class, which will include some new communication skills.

## Situation A

Taylor and Bobby have gone out for a long time but have never had sex. One day they go to Bobby's sister's apartment. She is in the bedroom with her boyfriend. In the living room, Taylor and Bobby start to kiss and warm up to each other.

What can Taylor or Bobby do to avoid sex or unprotected sex?

*List alternative actions below.*

### Situation B

Tony and Dylan have been to a party and then go to Tony's home to be alone. They start to kiss and undress each other. Dylan reaches into a jacket pocket, and realizes that the condom they planned to use is gone. Dylan says, "I think somebody stole the condom I had."

What can Tony and Dylan do to avoid unprotected sex?

*List alternative actions below.*

Actuación 10.3

**Dos horas a solas**

**Preparando la escena:**  
Eres en casa de tu pareja después de clase. Tu no estas preparada/o para tener relaciones sexuales y lo has dicho. Sabes que no va a haber nadie en la casa por dos horas. Se están besando y acariciando y tu pareja te dice que desea hacer el amor. Tu no lo deseas.

Persona 1: Es lógico hacer el amor cuando dos personas se aman.  
Persona 2:

Persona 1: No tenemos muchas oportunidades para estar solos.  
Persona 2:

Persona 1: No estar preocupada/o por la posibilidad de un embarazo o una infección, etc.  
Persona 2:

Persona 1: Pues entonces podemos usar un condón.  
Persona 2:

Persona 1: Eres tan enamorada/o de mí! Por eso quiero que hagamos el amor.  
Persona 2:

Persona 1: Si me amaras tanto como yo te amo lo haría.  
Persona 2:

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Roleplay 10.3

**TWO HOURS TO KILL**

**Setting the Stage:**  
You're at your partner's house after school. You aren't ready to have sex and you've said so. You know no one will be home for 2 hours. You're kissing and touching and your partner lets you know they want to have sex. You don't want to.

Person 1: It's OK to have sex when you love each other.  
Person 2:

Person 1: We don't get many chances to be alone.  
Person 2:

Person 1: You're not worried about us getting pregnant or infected, are you?  
Person 2:

Person 1: Of then, we'll use a condom.  
Person 2:

Person 1: I just feel so close to you. That's why I want to have sex.  
Person 2:

Person 1: If you loved me as much as I love you, you'd do it.  
Person 2:

Person 1:  
Person 2:

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## Roleplay 10.4 (for teacher reference)

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Activación 10.4

### En una pequeña fiesta

Preparando la escena:  
Has salido meses que sales con alguien a quien amas mucho. Habrá una pequeña fiesta en casa de un buen amigo, donde sabes que los dos van a poder estar solos. Antes de ir tu pareja te pide que leves algo para protegerla. Tú no estás preparado para tener relaciones sexuales. Tu pareja te dice:

Persona 1: Lo que pasa es que realmente no me amas.  
Persona 2:

Persona 1: Me han tocado una lida y pidiéndolo. Nunca me imagino que iba a portarte así.  
Persona 2:

Persona 1: ¿Estás saliendo con alguien más?  
Persona 2:

Persona 1: Pues, me que ibas a estar contenta de poder hacerlo.  
Persona 2:

Persona 1: ¿Tú usas algo para protegernos?  
Persona 2:

Persona 1: Ya se me pasaron las ganas de ir a la fiesta.  
Persona 2:

Persona 1: Bueno, quizá no sea tan importante en estos momentos.  
Persona 2:

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Roleplay 10.4

### A Small Party

Setting the Stage:  
You've been going out with someone for 6 months and care for this person very much. There's going to be a small party at a good friend's house where you can be alone. Your partner asks you to get something to protect her before the party. You're not ready to have sex. Your partner says:

Partner 1: I guess you don't really care about me.  
Partner 2:

Partner 1: I feel like a fool asking you. I never thought you'd act like this.  
Partner 2:

Partner 1: Are you starting to see someone else?  
Partner 2:

Partner 1: Well, I thought you'd really want to do it.  
Partner 2:

Partner 1: What if I got the protection?  
Partner 2:

Partner 1: This takes the fun out of going to the party.  
Partner 2:

Partner 1: I guess it's not so important, right now.  
Partner 2:

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Lista 10.5

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

**Lista del observador**

ACTUACION #

RECHAZOS	1	2	3	4	5	6
Dijo "NO"						
El lenguaje corporal dijo "NO"						
Repitió el rechazo						
Alternativa sugerida						
Fomentó la relación						
TACTICAS PARA POSPONER						
Dijo lo necesario						
Actuó correctamente						
Puso espacio entre ambos						
Terminó la situación rápidamente						
Fomentó la relación						

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Form 10.5

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Observer Checklist**

ROLEPLAY #

REFUSALS	1	2	3	4	5	6
Said "NO"						
Body Language Said "NO"						
Repeated Refusal						
Suggested Alternative						
Built the Relationship						
DELAY TACTICS						
Used Delay Statement						
Used Delay Action						
Created Space						
Ended the Situation Quickly						
Built the Relationship						

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CLASS  
**11**

# Skills Integration—III

## Synopsis

Class 11 provides continued opportunities for students to practice handling situations that might otherwise lead to unprotected sex.

## Preparation and Materials

- ▶ Review Appendix A, "How to Use Roleplays."
- ▶ Refer to Student Workbook for **My Favorite Cousin** (Worksheet 11.1), ~~Time for a Condom~~ (Roleplay 11.2), and **Observer Checklist** (Form 11.3).
- ▶ *Optional:* Have ready Roleplay cards from the Activity Kit.

## Outline of Activities

Activity	Time	Materials
My Favorite Cousin	10–25 min.	<input type="checkbox"/> <b>My Favorite Cousin</b> (Worksheet 11.1)
Roleplay in Small Groups	20–30 min.	<input type="checkbox"/> <del>Time for a Condom</del> (Roleplay 11.2) <input type="checkbox"/> <b>Observer Checklist</b> (Form 11.3) <input type="checkbox"/> Roleplay cards ( <i>optional</i> )

## Activities

### My Favorite Cousin

Have students turn to **My Favorite Cousin** (Worksheet 11.1) in their workbooks. Tell students to complete the form according to the directions on the worksheet. Remind them of communication skills they might use (relationship building, suggesting an alternative or delay tactics). Allow approximately 10 minutes for students to complete the worksheet. When they are finished, discuss:

- reasons not to have sex
- reasons to have sex
- good ways to encourage others not to have sex
- important considerations when thinking about having sex for the first time
- how trust, communication and planning might play a role in encouraging a family member or close friend not to have sex

### Roleplay in Small Groups

As before, divide students into groups and have students roleplay **Time for a Condom** (Roleplay 11.2). Again, instruct students to alternate roles in the unscripted part. Make sure each student has the chance to be in the unscripted role. Have students use the **Observer Checklist** (Form 11.3). Walk around and facilitate student-to-student feedback. *This time*, tell students that they don't have to use the scripts. After reading the situation, they can create their own lines if they wish.

*Optional:* Hand out a set of Roleplay cards to each group. Ask each member to take 1 card. Review each role with the whole group. Write key words on the board:

- Student Roleplayer #1: Read lines.
- Student Roleplayer #2: Respond to lines.
- Student Observer #1: Set the stage for the roleplay, and use **Observer Checklist**.
- Student Observer #2: Use **Observer Checklist** and lead small-group discussion using the guidelines on the back of the card.

### Lesson Summary

Summarize by reminding students that they have learned skills that, when practiced, can have a positive effect on others. Trust, respect and communication play key roles in all healthy relationships. In the next class, they will learn about HIV and other STIs, and how to protect themselves and others.

Hoja de trabajo 11.1

### Mi primo/a favorito/a

**Instrucciones:** Imagina que tienes un/a primo/a muy allegado/a. Te dice que quiere empezar a tener relaciones sexuales con su pareja. Conociendo a tu primo/a, su pareja y su relación, tú opinas que es importante que esperen antes de tener relaciones. Escribe lo que dirías para animar a tu primo/a a retrasar su decisión de tener sexo.

**Tu primo/a:** Mi pareja tiene muchas ganas de que lo hagamos y yo le amo.  
**Tú:**

**Tu primo/a:** Mi pareja es la persona más guapa de la escuela.  
**Tú:**

**Tu primo/a:** Algun día lo voy a hacer, ¿por qué no ahora?  
**Tú:**

**Tu primo/a:** Mi pareja dijo que podemos usar un condón.  
**Tú:**

**Tu primo/a:** Pero realmente nos amamos!  
**Tú:**

**Tu primo/a:** Si me quedo sin esta relación, me muero.  
**Tú:**

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Worksheet 11.1

### My Favorite Cousin

**Directions:** Imagine that you have a cousin who you are really close to. They tell you they want to start having sex with their partner. Knowing your cousin, their partner and their relationship, you feel it is important for them to wait to start having sex. Write what you would say to encourage your cousin to delay having sex.

**Cousin:** My partner really wants me to and I love them.  
**You:**

**Cousin:** My partner is the cutest person in school.  
**You:**

**Cousin:** I'm going to do it someday, anyway. What's wrong with now?  
**You:**

**Cousin:** My partner said we could use a condom.  
**You:**

**Cousin:** We really love each other.  
**You:**

**Cousin:** If I lose this relationship, I'll just die.  
**You:**

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# CLASS 12 Preventing HIV and Other STIs

## Synopsis

Accurate information about STI, particularly how to prevent transmission, is the foundation for reducing risk behaviors. To help students understand the commonalities of STIs, including HIV, and how to protect themselves, they work in small groups to explore information about transmission and prevention of five specific STIs. Groups compare the ways these STIs are transmitted, how they are prevented, how to get treatment, and then make some conclusions about STI in general, including HIV.

## Preparation and Materials

- ▶ Classroom set of *STI Facts for Teens* and *HIV Facts for Teens* (included in the Activity Kit and available from ETR, [www.etr.org/store](http://www.etr.org/store)).
- ▶ Review **Background Information About HIV—Teacher Notes**.
- ▶ Refer to Student Workbook for **How HIV Would Change My Life** (Homework 12.1).

## Outline of Activities

Activity	Time	Materials
<b>Facts About STI, Including HIV</b>	40–80 min. (up to 2 classes)	<input type="checkbox"/> Classroom set of <i>STI Facts for Teens</i> and <i>HIV Facts for Teens</i> <input type="checkbox"/> <b>Background Information About HIV—Teacher Notes</b>
<b>Assign Homework</b>	5 min.	<input type="checkbox"/> <b>How HIV Would Change My Life</b> (Homework 12.1)
<b>Lesson Summary</b>	3 min.	<input type="checkbox"/> None

## Activities

### Facts About STI, Including HIV

1. Tell students that sexually transmitted infection (STI) is a broad term that describes a group of communicable infections that are spread through intimate (usually sexual) contact. About 1 in 4 sexually active females has an STI, and about half of all new STIs occur in people ages 15 to 24. Rates of some STIs, such as chlamydia and gonorrhea, are highest among teens and young adults (CDC, 2019b).
2. Write the names of five common STIs across the top of the board: HPV/genital warts, gonorrhea, herpes, chlamydia and HIV. Divide the class into five groups. Provide each student with an *STI Facts for Teens* pamphlet. Ask each group to pick one STI to study. On the board, cross out each STI as it is picked so it will be used only *once*. Instruct each group to identify the following five characteristics about the STI they've chosen and record them on paper.
  - how I could get it
  - how I can prevent it
  - how I would know I have it (symptoms)
  - how I would get treatment
  - how it would change my life

#### Note to the Teacher

One option is to give each group a piece of chart paper with the name of an STI at the top. Have them write in large letters. Then post all papers side by side.

3. Give groups about 10 minutes to research the STI. Then, ask each group to provide a summary statement for each of the five points on each STI.
4. After all groups have reported, point out five summary statements that are true about all these STIs on each point. *For example:*
  - You can get an STI, including HIV, from intimate sexual contact with someone who has an STI.
  - You can prevent STIs, including HIV, by abstaining; by having sex with only one, uninfected partner who only has sex with you; or you can reduce the risk by using latex, polyisoprene or polyurethane condoms or dental dams. You can reduce your risk of HIV by taking PrEP. There are vaccines that reduce the risk of hepatitis B and HPV.
  - A person with an STI may look and feel healthy but can still transmit the infection to others. Even if a person does not have symptoms, they can transmit the infection to others.
  - You should go to a clinic or see a health care provider if you see any symptoms. Because people often do not have symptoms even if they have an STI, it is important that a sexually active person get tested regularly. Young people should be tested at least once for HIV and yearly for gonorrhea and chlamydia. People who engage in higher risk activities may benefit from more frequent testing (e.g., 3-6 months) (CDC, 2019d).
  - STIs may have negative health outcomes. Some STIs, including HIV, can weaken your immune system. Some STIs can damage reproductive organs and cause sterility if left untreated. Getting tested and starting treatment (if necessary) is an important part of sexual health.
5. Ask students to identify facts about HIV that may set it apart from other STIs.
  - Most STI is spread during sex or other intimate sexual contact (such as touching genitals). HIV can be spread in other ways, such as sharing needles for drug use or tattooing. (This is true of hepatitis B as well)
  - Like some other STIs, HIV cannot be cured. However, although it is a chronic or lifelong infection, HIV can be managed with medication. People who get treatment soon after being tested can live long, healthy lives.
  - Stigma and discrimination against people who are living with HIV may make it harder for them to get the care and support they need.

### Assign Homework

1. Assign **How HIV Would Change My Life** (Homework 12.1).
2. Collect homework in the next class and discuss as time permits.

## Lesson Summary

Reinforce the message that all STIs can be treated. Left untreated, many STIs can have serious health outcomes. Students who would like more information on STIs may find the following hotline helpful:

**24-Hour Information Line** 800-CDC-INFO (800-232-4636)

## \*How would an STI Change My Life

Class 12 • Preventing HIV and Other STIs

**Homework 12.1**  
(for teacher reference)

Tarea de deber 12.1

**Cómo el VIH cambiaría mi vida**

1. Si tuviera el VIH tendría que hacer los siguientes cambios en mi manera de actuar con mi pareja:  
a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_
2. El tener el VIH me haría daño de estas maneras:  
a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_
3. Lo más difícil para mí, si tuviera el VIH, sería:  
a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_
4. Si tuviera el VIH mi vida cambiaría de las siguientes maneras:  
a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_

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Homework 12.1

**How HIV Would Change My Life**

1. If I had HIV, I would have to make the following change in the way I act with my romantic partners now and in the future:  
a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_
2. If I had HIV, it would harm me in these ways:  
a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_
3. The most difficult thing for me about having HIV would be:  
a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_
4. If I had HIV, my life would change in the following ways:  
a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_

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# CLASS 13 HIV Risk Behaviors

## Synopsis

The purpose of this activity is to help students apply their knowledge about HIV transmission and identify which behaviors put them at greatest risk for exposure to HIV. Participants place behaviors on a continuum of risk, from no risk to risky, and discuss why some behaviors are more risky than others.

Adolescents need to understand that there is no cure when it comes to HIV, so any risk they take is a serious one.

### Help students understand:

- 21% of new diagnoses of HIV occur among young people ages 13 to 24 (CDC, 2020).
- Most young people become infected through sexual behaviors (CDC, 2020). HIV and other STIs can be passed through vaginal, anal and oral sex.
- People who become infected with HIV as teens usually have no symptoms until they're older. Most often, it is several years before they will experience illnesses.
- Young people are often reluctant to be tested. They may not believe they're at risk, they don't feel ill, or they're uncomfortable or anxious about testing. As a result, many young people with HIV are often unaware they have the virus.
- Abstinence is the best protection against HIV.
- When people do choose to be sexually active, they can protect themselves by having sex with only 1 partner, who does not have HIV, does not engage in any HIV risk behaviors, and has sex only with them. However, when people have several long-term relationships, one after the other, they and their partners should get tested for HIV.

*(continued)*

- Sexually active people can reduce their risks by using condoms correctly every time they have sex.
- Alcohol and other drugs can impair judgment and increase the chances someone will participate in risky behaviors. It is best to avoid combining sex with alcohol or drugs.

## Preparation and Materials

- ▶ Have ready the *Traffic Light* cards from the Activity Kit.
- ▶ Have ready the *Risk Behavior* cards from the Activity Kit. You may want to prepare rolled pieces of tape to stick on the back of the cards to facilitate their placement on the wall.
- ▶ Copy a classroom set of **HIV Risk Behaviors Answer Sheet** (Handout 13.2).

## Outline of Activities

Activity	Time	Materials
Risk Continuum	25 min.	<input type="checkbox"/> <b>Risk Behaviors</b> (Teacher Reference 13.1) <input type="checkbox"/> <i>Traffic Light</i> cards and <i>Risk Behavior</i> cards from Activity Kit
Personal Risks	5 min.	<input type="checkbox"/> <b>Risk Behaviors Answer Sheet</b> (Handout 13.2)
Lesson Summary	5 min.	<input type="checkbox"/> None

## Activities

### Risk Continuum

1. Explain to students that the 3 traffic lights on the cards taped to the wall represent points along a risk continuum:
  - Red is high risk.
  - Yellow is moderate risk.
  - Green is virtually no risk.

Ask students to indicate the level of risk for HIV transmission associated with various behaviors (from Teacher Reference 13.1).

For example:

“Vaginal sex without a condom” would go under the red light, “Reusing a needle that has been cleaned with bleach” would go under the yellow light and “Kissing” would go under the green light.

2. Organize students into groups of 5 to 7. Hand out the *Risk Behavior* cards. Give each student at least 1 card.
3. Ask students to decide within their groups the level of risk of the behaviors on their cards. Encourage groups to come to consensus about where each card belongs on the continuum. Ask students to tape their cards along the wall on the risk continuum.

### **Note to the Teacher**

- *Sometimes students will want to know the exact placement of a behavior by its “percentage of risk.” Such absolute levels of risk are unknown. However, we do know that some behaviors put us at more risk than others. The point of this activity is to develop skills in evaluating relative risk.*
  - *It is important to review the list of behaviors and add or delete any as appropriate for your classroom. An alternative to using a predeveloped list is to ask students to generate their own list of behaviors (after the basic facts are covered).*
  - *Be sure not to leave a card incorrectly placed along the continuum, as visual learners may memorize incorrect placement.*
  - *Heated discussion may emerge about the proper placement of a behavior along the risk continuum. Stress that any behavior not placed under the green light puts us at risk of HIV. End any discussion that becomes nonproductive.*
  - *When the students are evaluating a behavior, they may ask you whether the sex partner is living with HIV. Say that you do not know.*
4. When all cards have been placed along the wall, review each behavior and its place along the continuum. Ask if any cards should be moved, discuss why, and do so, if appropriate. Ask for class consensus on where each card belongs. Remind students that the purpose of this activity is to identify the relative risk of behaviors, not to judge those who placed the cards.

(continued)

## Personal Risks

5. Distribute the **HIV Risk Behaviors Answer Sheet** (Handout 13.2). Explain that the answers are based on the latest scientific data. There may be different interpretations of what those behaviors imply, and discussion in groups may have led to a different rating. This is fine, as long as there's an accurate link between a behavior and its relative risk. It's easier to identify those behaviors that are clearly safe (green) than to place other behaviors on the continuum from moderate risk (yellow) to high risk (red).

Emphasize that it's difficult to know a person's risk status. There are many instances where a person with HIV or an HIV risk didn't inform a partner, either because the person didn't know about the risk, or was afraid to reveal it.

6. Once the whole class agrees about where each card should be placed along the continuum, ask students to look at the behaviors and privately consider whether they are doing any of these things. Ask them to look at all the behaviors in the green-light category and notice all the things they can do to enjoy intimacy with their partner without putting themselves at risk for HIV.

## Lesson Summary

Remind students that, as was discussed in the previous lesson, it is not who you are but what you do that puts you at risk for HIV. Making good decisions about sexual risks isn't always easy. But people need to make clear decisions about what they will do to avoid HIV *before* they get into a potentially risky situation.

## HIV Risk Behaviors

### Associated with sexual activity

- Massage
- Kissing
- ~~Mutual masturbation~~
- Abstaining from sex
- Vaginal sex without a condom
- Fantasizing
- Vaginal sex using a condom
- ~~Anal sex using a condom and water based lubricant~~
- ~~Masturbation~~
- Hugging
- Maintaining a long-term, mutually monogamous relationship in which both partners have been tested, do not have STIs and do not use injection drugs
- Oral sex using a condom or dental dam
- Oral sex without a condom or dental dam
- Having sex while drunk or high
- ~~Anal sex without a condom~~

Behaviors marked in red are not included unless students have had specific questions about them



### Associated with use of needles




- Sharing needles for injecting drugs, steroids or vitamins
- Reusing a needle that has been cleaned with bleach
- Reusing a needle that has been cleaned with water
- Sharing needles for tattooing or piercing

### Associated with other modes of transmission

- Receiving a blood transfusion
- Donating blood
- Cleaning spilled blood without wearing gloves

**\*Revise to remove marked behaviors**

### HIV Risk Behaviors Answer Sheet

No Risk	Some Risk	Risky
		
<p>Massage</p> <p>Receiving a blood transfusion</p> <p>Kissing</p> <p>Abstaining from sex</p> <p>Fantasizing</p> <p><del>Masturbation</del></p> <p>Hugging</p> <p>Donating blood</p> <p>Maintaining a long-term, mutually monogamous relationship in which both partners have been tested, do not have STIs and do not use injection drugs</p>	<p><del>Mutual masturbation</del></p> <p>Oral sex using a condom or dental dam</p> <p><del>Anal sex using a condom and water-based lubricant</del></p> <p>Vaginal sex using a condom</p>	<p>Reusing a needle that has been cleaned with bleach</p> <p>Oral sex without a condom or a dental dam</p> <p>Having sex while drunk or high</p> <p>Vaginal sex without a condom</p> <p><del>Anal sex without a condom</del></p> <p>Sharing needles for injecting drugs, steroids or vitamins</p> <p>Sharing needles for tattooing or piercing</p> <p>Reusing a needle that has been cleaned with water</p> <p>Cleaning spilled blood without wearing gloves</p>
<p><i>Note: Anal sex is a higher risk activity for HIV specifically due to the possibility of rectal tearing and bleeding. When used correctly and consistently, condoms are highly effective in preventing HIV. If people are going to engage in anal sex, using a condom and water-based lubrication can reduce their risk (Aidsmap.com, 2014).</i></p>		
<p><small>Source: HIV/AIDS Resources and Community Health (ARCH). 2020. Levels of risk. <a href="https://archguelph.ca/levels-risk">https://archguelph.ca/levels-risk</a>. Accessed 6/22/2020.</small></p>		

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**\*We do not include lesson 14**

# CLASS 15 Sticking with Abstinence and Protection

## Synopsis

Class 15 provides the important opportunity for students to discuss their experiences with the two homework assignments that require them to find information about protection. Additionally, students discuss and practice the “self-talk” method to help them plan and then stick with the plan to avoid sex or unprotected sex.

## Preparation and Materials

- ▶ Refer to Student Workbook for **Sticking with Abstinence and Protection** (Worksheet 15.1).

## Outline of Activities

Activity	Time	Materials
<del>Review “Shopping Information” and “Visit or Call a Clinic” Homework</del>	<del>10–20 min.</del>	<del> <input type="checkbox"/> Completed <b>Shopping Information Form</b> (Homework 7.1)  <input type="checkbox"/> <b>Visit or Call a Clinic</b> (Homework 8.1)         </del>
<b>Sticking with Abstinence and Protection</b>	20–35 min.	<input type="checkbox"/> <b>Sticking with Abstinence and Protection</b> (Worksheet 15.1)



Shopping & Visit a Clinic are completed together in class

06:38 PM

## Activities

### Review “Shopping Information” and “Visit or Call a Clinic” Homework

1. Ask students what they learned from the trips to price methods of protection or to the family planning clinic and, especially, ask what helped them to complete the assignment despite possible embarrassment. Discuss the **Shopping Information** homework assigned in Class 7. Include the following questions in your discussion:
  - What did they learn about types and costs of protection?  
Be sure student answers include:
    - It’s easily available.
    - It’s inexpensive.
    - It wasn’t too embarrassing to look at.
  - How did they feel about going into the store and looking at condoms and lubricants? How did it feel to look for condoms online?
  - What surprised them about looking for condoms and lube? How did the actual experience compare to what they expected it would be like?
  - Find out how many of them would recommend the stores they visited and what supports their recommendation. If a lot would recommend theirs, comment that it seems fairly easy to find a store that sells protection in a friendly way.
  - Find out the typical hours of operation for these stores. Ask who went to a store that they think stayed open the latest. Ask them where they could go to get protection even later than that (such as a 24-hour pharmacy or all-night convenience store).
2. Then proceed to discuss the **Visit or Call a Clinic** homework (first assigned in Class 8). In the discussion, help students to inform each other about:
  - The names and locations of the clinics they visited.
  - What they expected the clinic would be like and how it did or did not meet those expectations.
  - Ask if anyone had a negative experience visiting the clinic or has questions about the clinic experience.
  - Ask if anyone had a positive experience and any ideas to share with other people about visiting a clinic.
  - Ask about the confidentiality policies at the clinics and the importance of these policies. Why are these important? (Pull for the idea that sex and

sexuality are private and that people should and do have control over their choices to use birth control from clinics or drugstores.)

- Ask what languages were spoken at the clinics. Ask why so many languages were (or were not) spoken. (Pull for idea that clinics are trying to be sure that everyone feels comfortable and gets all the information they need to prevent unwanted pregnancies and infection with HIV or other STIs.)
- Ask if anyone found a clinic that is especially easy to get to from their home or high school without a car.

## Sticking with Abstinence and Protection

1. Use the following to introduce “self-talk” to students:

“By now, I hope you all have the goal to delay sex, or at least to avoid pregnancy, HIV and other STIs. Sometimes people may try to talk us out of sticking to our goals. At other times we may even talk ourselves out of being abstinent or using protection. You may have doubts about being able to accomplish your goals. You may wonder if you’ll know what to do when the time comes to avoid sex or use protection to prevent STIs or pregnancy. For example, imagine that you wanted to use a condom for the first time. What are some of your doubts or worries that would keep you from trying it out?”

Give them an idea such as, “It’s going to spoil it if we have to stop and put on a condom.” Have the class volunteer additional ideas. Generate 8 to 10 ideas for doubts that might get in the way of using a condom. Write the first 4 ideas on the board. Leave space for writing “doubt” and for writing “doubt busters.” These are things you can do or say to yourself to make using a condom easier. “Doubts” and “doubt busters” might include the following examples:

DOUBT: *I’ll look like a beginner if I don’t know what to do with the condom.*

DOUBT-BUSTER ACTION: *I’ll practice putting a condom on my fingers so I’m sure I’ll know how.*

DOUBT: *It will look as if I planned it if I have the condom ready.*

DOUBT-BUSTER ACTION: *I could tell my partner that we could go shopping for protection together.*

DOUBT: *It won’t feel as good if we use a condom.*

DOUBT-BUSTER ACTION: *Be sure we don’t rush so we can enjoy the whole time together before, during and after the condom.*

DOUBT: *My partner might think I have HIV or another STI if I suggest using a condom.*

DOUBT-BUSTER ACTION: *I can say that I know I don’t have anything infectious because I recently got tested, but this is good protection anyway and shows I respect my partner.*

*(continued)*

## Class 15 • Sticking with Abstinence and Protection

DOUBT: *It won't work if I don't do it right.*

DOUBT: *The condom might break.*

For the first 4 ideas, work with the class to generate the “doubt busters” that counter the “doubts” and then identify what can be said or done to improve the likelihood of success. Leave the rest of the ideas on the board.

2. Now repeat the exercise for abstinence. Ask students for doubts about their ability to stay abstinent in the face of the temptation to have sex. Many of the items may be similar to those you've already listed and will address issues such as: (1) I'll seem inexperienced or silly; (2) my partner will think that I don't love them enough if I say I want to wait; (3) it might start an argument and hurt our relationship. Add these ideas to the list of doubts that you generated before.
3. Have students turn to **Sticking with Abstinence and Protection** (Worksheet 15.1) in their workbooks. Explain that they are to choose 2 doubts about sticking with abstinence or protection and write them in the spaces on their worksheets. Have students work in pairs to help each other figure out ACTIONS to counter those doubts and strengthen their preparation for staying abstinent or using protection, and write these actions on their worksheets.

### Lesson Summary

This lesson is an opportunity to reinforce students' comfort levels with visiting a clinic and discussing protection with a health care provider. For many students, this is the most critical activity in the program. Paired with the concept of planning ahead for abstinence or protection, this works to give students the confidence to act in ways that will protect their health.

Hoja de trabajo 15.1

**Continuar con la abstinencia y la protección**

**Instrucciones:** Escribe algunas DUDAS que puedas tener que puedan dificultarte el continuar con la abstinencia o usando protección. Luego júntate con un compañero y escriban ACCIONES EXTERMINADORAS DE DUDAS para combatir las DUDAS y que los preparen aun más para lograr lo que desean.

DUDA: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

ACCION EXTERMINADORA DE DUDAS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

DUDA: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

ACCION EXTERMINADORA DE DUDAS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Reduciendo el riesgo ■ Cuaderno del alumno

Worksheet 15.1

**Sticking with Abstinence and Protection**

**Directions:** Write some DOUBTS that might make it harder for you to abstain or use protection. Then, pair up with a partner and write ACTIONS (DOUBT BUSTERS) that counter that DOUBT and make you even more prepared to get what you want.

DOUBT \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

DOUBT-BUSTER ACTION: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

DOUBT \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

DOUBT-BUSTER ACTION: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Reducing the Risk ■ Student Workbook

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# CLASS 16 Skills Integration—IV

## Synopsis

Through a discussion about sticking with choices and practice with a final roleplaying situation, Class 16 provides an opportunity for students to extend skills learned for abstinence or avoiding unprotected intercourse.

## Preparation and Materials

- ▶ Review Appendix A, “How to Use Roleplays.”
- ▶ Copy a classroom set of **A Love Story** (Handout 16.1).
- ▶ Refer to Student Workbook for **Chris and Pat** (Worksheet 16.2), **Being Careful on the Couch** (Roleplay 16.3), and **Observer Checklist** (Form 16.4).
- ▶ Write the incomplete “I Learned” statements (p. 186) on the board.
- ▶ Have ready *Refusals* and *Delay Tactics* posters from the Activity Kit.  
Optional: Have ready *Roleplay* cards from the Activity Kit.

# CLASS 16 Skills Integration—IV

## Synopsis

Through a discussion about sticking with choices and practice with a final roleplaying situation, Class 16 provides an opportunity for students to extend skills learned for abstinence or avoiding unprotected intercourse.

## Preparation and Materials

- ▶ Review Appendix A, “How to Use Roleplays.”
- ▶ Copy a classroom set of **A Love Story** (Handout 16.1).
- ▶ Refer to Student Workbook for **Chris and Pat** (Worksheet 16.2), ~~**Being Careful on the Couch**~~ (Roleplay 16.3), and ~~**Observer Checklist**~~ (Form 16.4).
- ▶ Write the incomplete “I Learned” statements (p. 186) on the board.
- ▶ Have ready *Refusals* and *Delay Tactics* posters from the Activity Kit.  
*Optional:* Have ready *Roleplay* cards from the Activity Kit.

## Outline of Activities

Activity	Time	Materials
Review HIV Homework	5–10 min.	<input type="checkbox"/> <b>How HIV Would Change My Life</b> (Homework 12.1) previously completed
Chris and Pat	15–25 min.	<input type="checkbox"/> <b>A Love Story</b> (Handout 16.1) <input type="checkbox"/> <b>Chris and Pat</b> (Worksheet 16.2)
<del>Roleplay in Small Groups</del>	<del>20–25 min.</del>	<del><input type="checkbox"/> <b>Being Careful on the Couch</b> (Roleplay 16.3) <input type="checkbox"/> <b>Observer Checklist</b> (Form 16.4) <input type="checkbox"/> <i>Refusals and Delay Tactics</i> posters <input type="checkbox"/> Roleplay cards (optional)</del>
"I Learned" Statements	5–15 min.	<input type="checkbox"/> Incomplete statements on the board.

## Activities

### Review HIV Homework

Using their completed homework **How HIV Would Change My Life** (from Class 12), ask students to volunteer any ways that HIV would (1) require them to act differently, (2) harm them, or (3) change their lives.

### Chris and Pat

1. Introduce this activity by explaining to students that they'll read a story about two young people who care about each other, then answer questions on a worksheet. Hand out **A Love Story** (Handout 16.1) and have students turn to **Chris and Pat** (Worksheet 16.2) in their workbooks. Tell students to think about the following as they listen to the story:
  - Chris and Pat's reasons for having sex
  - their reasons for not having sex
  - what Chris and Pat can do to make sure they don't have sex

2. Read the story aloud or have a student read it while the rest of the class follows along. Then have students answer questions 1 through 4 on **Chris and Pat**. After students have had a chance to answer the questions, review several answers to questions and write several students' responses on the board. Discuss responses as needed.
3. Explain to students that the last 2 questions on the worksheet are not about Chris and Pat, but about themselves. Have students complete these 2 questions based on what they think they would say or do. If time allows, ask students to share responses that may not have been discussed in class.

## Roleplay in Small Groups

1. Briefly describe the roleplay.  
Review the skills students have learned, using the *Refusals* and *Delay Tactics* posters from the Activity Kit.
2. Divide class into groups of no more than 6 with equal numbers of pairs. Have students use **Being Careful on the Couch** (Roleplay 16.3).
3. As usual, instruct students to alternate roles in the unscripted part and to use the **Observer Checklist** (Form 16.4). Move from group to group to help facilitate the discussion as needed.  
*Optional:* Hand out a set of *Roleplay* cards to each group. Ask each member to take 1 card. Review each role with the whole group.
  - Student Roleplayer #1: Read lines.
  - Student Roleplayer #2: Respond to lines.
  - Student Observer #1: Set the stage for the roleplay, and use **Observer Checklist**.
  - Student Observer #2: Use **Observer Checklist** and lead small-group discussion using the guidelines on the back of card.

## "I Learned" Statements

1. Explain that the purpose of the "I Learned" exercise is to help students focus on what has been most helpful or significant for them during this unit. Since they sometimes get a great deal of information at once, more than they can possibly remember, it can be advantageous to single out that which is most important.

(continued)

2. Put the following incomplete sentences on the board. Ask the students to think about what they've just learned or relearned about sexuality, or about themselves or their values. Read the sentence stems and ask students to pick three and finish them on their own paper.

I learned that...	I was surprised that I...
I noticed that I...	I was displeased that I...
I discovered that I...	I was pleased that I...

*Optional:* Have students write out the "I Learned" statements and turn them in. The teacher should then just check to see that they were thoughtfully completed, and return them to students.

## Lesson and Course Summary

**Chris and Pat** and "I Learned" provide an opportunity for students to review skills presented in the course and to think about what they've learned and what they may have discovered about themselves and their thoughts and actions on abstinence, sex and protection.

## A Love Story

Chris and Pat are sophomores. They've been going out for 8 months and have a very special relationship. They spend a lot of time together and trust each other. They tell each other everything. In many ways, they're best friends.

At the beginning, they decided they didn't want to have sex. They haven't talked about it a lot but Chris believes it's worth it to wait. Chris loves Pat a lot, but worries that their relationship would change if they have sex. Pat knows and respects Chris's feelings.

They haven't actually had sex, though they do kiss and touch each other a lot and have gotten close to going all the way. Lately, Pat has been hearing that many of their friends are having sex. Pat feels a little jealous. Pat worries about "falling behind" other people the same age.

So Pat has been putting some pressure on Chris to have sex, and they've started talking about it more. Pat is confused. On the one hand, Pat respects Chris's feelings and doesn't want to talk Chris into doing something Chris doesn't want to do. On the other hand, Pat doesn't think it's that important to wait. Their relationship has become a little tense. They argue more and Pat's talking more to other people and spending less time with Chris.

Chris worries about losing Pat and talked to a friend about these concerns. The friend said, "So what's the big deal? Having sex isn't that big a thing. You know everybody is doing it." Chris knows that isn't true but sometimes feels like the only one who isn't. "Maybe it isn't all that special," Chris thinks. "But, then again, maybe it is." Chris would like to talk to a parent about it, but doesn't know how Mom or Dad would react. So Chris feels pretty lost and doesn't know what to do.

Chris and Pat still spend some time together, and one Saturday night they go to the movies. After the movie, they decide to go back to Chris's house to talk. When they get there at around 10 o'clock, they find out that Chris's parents have gone to a party and won't be back till much later. So Chris and Pat are alone in the house.

Hoja de trabajo 16.2

**Chris y Pat**

Instrucciones: Después de oír la historia de Chris y Pat, responde las primeras cuatro preguntas. No respondas las preguntas 5 y 6 hasta que el maestro te lo diga.

- Describe 1 razón importante que puede tener Chris para no desear hacer el amor.  
\_\_\_\_\_
- Describe 2 cosas que Chris puede decir o hacer para posponer las relaciones sexuales.  
\_\_\_\_\_  
\_\_\_\_\_
- Describe 1 razón por la que Pat se beneficiaría si espera hasta que Chris lo desee.  
\_\_\_\_\_
- Describe 2 cosas que Pat podría hacer para ayudarse a esperar hasta que Chris lo desee.  
\_\_\_\_\_  
\_\_\_\_\_
- Describe 1 razón por la que tú puedes no desear hacer el amor. "Si no deseo hacer el amor puede ser porque..."  
\_\_\_\_\_
- Describe 2 cosas que tú puedes decir o hacer para posponer el hacer hasta que estes lista.  
\_\_\_\_\_  
\_\_\_\_\_

Reduciendo el riesgo ■ Cuaderno del alumno

Worksheet 16.2

**Chris and Pat**

Directions: After hearing the story of Chris and Pat, answer the first 4 questions. Don't answer questions 5 and 6 until the teacher tells you to.

- Describe 1 important reason why Chris might not want to have sex.  
\_\_\_\_\_
- Describe 2 things that Chris can say or do to delay having sex.  
\_\_\_\_\_  
\_\_\_\_\_
- Describe 1 reason why Pat would be better off waiting until Chris is ready.  
\_\_\_\_\_
- Describe 2 things Pat can do to help wait until Chris is ready.  
\_\_\_\_\_  
\_\_\_\_\_
- Describe 1 reason that you might not want to have sex. "I might not want to have sex because..."  
\_\_\_\_\_
- Describe 2 things that you can say or do to delay having sex until you are ready.  
\_\_\_\_\_  
\_\_\_\_\_

Reducing the Risk ■ Student Workbook 53



# Reducing the Risk

## Overview

*Reducing the Risk (RTR)* is a 16-session curriculum designed to help high school students delay the initiation of sex or increase the use of protection against pregnancy and STD/HIV if they choose to have sex. The major focus is the development of attitudes and skills that will help teens prevent pregnancy and the transmission of STD, including HIV. This research-proven approach addresses skills such as risk assessment, communication, decision making, planning, refusal strategies and delay tactics.

## Description

**The greatest emphasis of *Reducing the Risk* is on teaching students the interpersonal or social skills they can use to abstain or protect themselves.** Abstinence is presented as the best, safest and most common choice for high school students, but *Reducing the Risk* also recognizes that some students are sexually active. For this reason, students are given clear guidelines and rationales for using protection during sex. Young people do not find these messages contradictory, and lessons reviewing protection do not increase the likelihood that students will become sexually active. Students learn they must consult with their parents and think through their own values to decide what to do.

### Two key skills are taught:

- **Refusal skills** – Responses that clearly say no in a manner that doesn't jeopardize a good relationship, but which leave no ambiguity about the decision not to have sex or to refuse unprotected sex.
- **Delay tactics and alternative actions** – Ways students can avoid a situation or delay taking action until they have time to decide what to do or say, or until they are more prepared to make a decision.

*Reducing the Risk* is delivered through roleplays, skill practice, brainstorming, mini-lecture and worksheet activities. Roleplays are an essential and powerful part of the program. At first, students may be hesitant about their performances, but they soon begin to enjoy these opportunities and use them to great advantage. Teachers help students by encouraging them to practice their interpersonal skills in the roleplays. The more students practice effectively saying no to sex (or to unprotected sex), the more likely they'll be to use these skills in real life.

### As a result of participating in RTR, students will be able to:

- Evaluate the risks and lasting consequences of becoming an adolescent parent or becoming infected with HIV or another STD.
- Recognize that abstaining from sexual activity or using contraception are the only ways to avoid pregnancy, HIV and other STD.
- Conclude that factual information about conception and protection is essential for avoiding teen pregnancy, HIV and other STD.
- Demonstrate effective communication skills for remaining abstinent and for avoiding unprotected sexual intercourse.

## Population Served & Setting

RTR can be implemented with high school students in both rural and urban areas. It has been used successfully with students from a range of racial/ethnic backgrounds. While designed primarily for ninth grade students, it can be used with students in other appropriate grades (e.g., 8–12) or the appropriate age (e.g., 13–18).

## About the Author

**Richard P. Barth, MSW, PhD**, is Dean, School of Social Work, University of Maryland. His AB, MSW and PhD are from Brown and UC Berkeley, respectively. He has served as a chaired professor at UC Berkeley and the University of North Carolina.

He was the 1986 winner of the Frank Breul Prize for Excellence in Child Welfare Scholarship from the University of Chicago, a Fulbright Scholar in 1990 and 2006, the 1998 recipient of the Presidential Award for Excellence in Research from the National Association of Social Workers, the 2005 winner of the Flynn Prize for Research, and the 2007 winner of the Peter Forsythe Award from the American Public Human Services Association.

He is the author, co-author, or editor of ten books and three curricula, including *Reducing the Risk*, *Safer Choices* and *Power through Choices*, all designed to reduce the likelihood and risks of youth becoming sexually active. He was also the Principal Investigator (PI) of the ENABL evaluation in California, and served as PI of the evaluation of the Hewlett Foundation's Responsible Fatherhood and Male Involvement Initiative in the San Francisco Bay Area and the Teenage Pregnancy Prevention Initiative (TPPI) in North Carolina. He has published more than 120 articles in a variety of health and social work journals and is on the editorial board or a consulting editor of *Social Work*, *Social Service Review*, the *Journal of Adolescent Research*, *Children and Youth Services Review* and *Adoption Quarterly*. He has also served on the boards of numerous child-serving agencies and is now a Commissioner on the Advisory Board of the Baltimore City Social Services Department.

He has led research studies and service evaluations for numerous federal and state agencies and foundations in the area of children's services. For 8 years he served as Co-PI on the National Survey of Child and Adolescent Well-Being, the first national probability study of child welfare services. He is currently PI of a Maryland DHR funded effort to examine reproductive health services and teenage births in foster care.

## Who's Using?

ETR's effective, award-winning, evidence-based resources are used by schools, departments of education, youth groups, government agencies and clinics nationwide.

Some of the sites that have purchased *Reducing the Risk* include:

- Montana Department of Health & Human Services
- Duval County Public Schools, Florida
- Maricopa County Department of Public Health, Arizona
- San Diego Youth Services, California

- Wyoming Alliance of Boys & Girls Clubs
- Buffalo Public Schools, New York
- San Antonio Metropolitan Health District, Texas
- Belmont County Health Department, Ohio
- Communities in Schools of the Charleston Area, Inc, North Carolina
- Planned Parenthood of Greater Ohio
- Sedgwick County Health Department, Kansas
- West Virginia Department of Health & Human Resource

## Parent/Guardian Notification

It is essential to inform parents and guardians regarding the nature and scheduling of this or any sexual health education program. Prior to implementation of the curriculum, families should receive written notice describing the goals of *Reducing the Risk* and the nature of the content to be covered. Parents also should be given an opportunity to view the curriculum and related materials if they wish. The vast majority of parents want their children to receive appropriate instruction and be given the information and skills they need to protect their sexual health, but parents/guardians also must be allowed the chance to opt out or exclude their children from participating in the program, if they wish.

## Curriculum Review

If you would like to view the Reducing the Risk curriculum, please follow the directions in the link below:

**Link:** <https://www.etr.org/sample/?c=rtr&p=1>

\*Please note you must use the link to request 30-day review access\*

## Minico Choir Calendar 2025-2026

Date	Time	Event
Aug 22	7:00 PM	Choir Parent Meeting
Sep 23-24	4:00-6:00 PM	All-State Auditions
Oct 22	(6:00)7:00 - 8:30 PM	Fall Choir Concert
Nov 5	7:00 AM - 4:30 PM	District IV All District Honor Clinic
Nov 6	7:00 AM - 11:00 PM	District IV All District Honor Clinic
Dec 11	4:00 - 10:00 PM	Madrigal Dinner Decorating Day
Dec 12	(1:30) 5:30 - 10:00 PM	Madrigal Dinner
Dec 13	(4:00) 5:30 - 11:00 PM	Madrigal Dinner
Feb 5-7	All Day	All-State
Feb 11	(6:00)7:00 - 8:30 PM	Pop's Concert
Mar 3	6:30 AM - 5:00 PM	Solo & Ensemble
Apr 14	TBD	Large Group Assessment
Apr 16	(6:00)7:00 - 8:30 PM	Spring Concert
May 1	All Day	State Ensemble Contest
May 2	All Day	State Solo Contest
May 13	(4:00) 7:00-9:30 PM	Gala Concert
May 19-21	6:30-7:45 AM	Reflections Auditions
May 28	4:00-7:00 PM	Graduation

## Minico Orchestra Calendar 2025-2026

Date	Time	Event
Sep 9	6:30 PM	Orchestra Parent Meeting
Sep 18	6-7:30 PM	District Orchestra Kick-off Party
Oct 3	8-Noon	All-State Auditions
Oct 17	8:00 AM-2:00 PM	Cowboy Dinner Set-up
Oct 17	5-11 PM	Cowboy Dinner
Nov 5	7:00 AM-4:30 PM	District IV All District Honor Clinic
Nov 6	7:00 AM-11:00 PM	District IV All District Honor Clinic
Dec 4	6:00-9:00 PM	District Orchestra Concert
Dec 5	8:00-Noon	District Orchestra Party
Feb 4-7	All Day	All-State
Feb 17	5:30-9:30 PM	Solo and Ensemble Recitals
March 3	6:30 AM-5:00 PM	Solo and Ensemble Competition
April 22	All Day	District IV Orchestra Large Group Assessment
April 23	6:00-9:00 PM	District Orchestra Concert
May 1	All Day	State Ensemble Competition
May 2	All Day	State Solo Competition
May 13	4:00-9:30 PM	Gala Rehearsal and Concert
May 15	8:00 AM-2:00 PM	Chamber Auditions
May 28	4:00-7:00 PM	Graduation

**Minidoka County Joint School District #331  
Athletic & Advisor Salary Schedule 2025-2026**

<b>Minico High School</b>			
		# Positions	Tier Level
<b>Football</b>	Varsity Head Coach	1	1 A
	Varsity Assistant Coach	5	1 B
	JV Coach	1	1 B
	JV Assistant Coach	2	1 C
	9th Grade Coach	1	1 B
	9th Grade Assistant Coach	2	1 C
<b>Volleyball</b>	Varsity Head Coach	1	1 A
	Varsity Assistant Coach	1	2 B
	JV Coach	1	2 B
	JV Assistant Coach	1	2 C
	9th Grade Coach	1	2 B
	<b>Swimming</b>	Varsity Head Coach	1
Varsity Assistant Coach		1	3 B
<b>Cross Country</b>	Varsity Head Coach	1	3 A
	Varsity Assistant Coach	1	3 B
<b>Boys' Soccer</b>	Varsity Head Coach	1	2 A
	Varsity Assistant Coach	1	2 B
<b>Girls' Soccer</b>	Varsity Head Coach	1	2 A
	Varsity Assistant Coach	1	2 B
<b>Girls' Basketball</b>	Varsity Head Coach	1	1 A
	Varsity Assistant Coach	1	1 B
	JV Coach	1	1 B
	JV Assistant Coach	1	1 C
	9th Grade Coach	1	1 B
<b>Boys' Basketball</b>	Varsity Head Coach	1	1 A
	Varsity Assistant Coach	1	1 B
	JV Coach	1	1 B
	JV Assistant Coach	1	1 C
	9th Grade Coach	1	1 B
<b>Boys' Wrestling</b>	Varsity Head Coach	1	1 A
	Varsity Assistant Coach	3	1 B
	JV Coach	1	1 B
<b>Girls' Wrestling</b>	Varsity Head Coach	1	1 A
	Varsity Assistant Coach	1	1 B
<b>Track</b>	Varsity Head Coach	1	2 A
	Varsity Assistant Coach	5	2 B
<b>Baseball</b>	Varsity Head Coach	1	1 A
	Varsity Assistant Coach	2	2 B
	JV Coach	1	1 B
	JV Assistant Coach	1	1 C
<b>Softball</b>	Varsity Head Coach	1	1 A
	Varsity Assistant Coach	2	2 B
	JV Coach	1	1 B
	JV Assistant Coach	1	1 C

<b>Minico High School</b>			
		# Positions	Tier Level
<b>Boys' Golf</b>	Varsity Head Coach	1	3 A
<b>Girls' Golf</b>	Varsity Head Coach	1	3 A
<b>Tennis</b>	Varsity Head Coach	1	3 A
	Varsity Assistant Coach	2	3 B
<b>Bowling</b>	Varsity Head Coach	1	3 A
<b>Weight Lifting Summ</b>	Head Coach	1	3 A
<b>Cheerleading</b>	Varsity Head Coach (Non-Staff)	1	1 A
	Varsity Head Coach (Staff - Class During School)	3	A
	Varsity Assistant Coach (Non-Staff)	1	1 B
	Varsity Assistant Coach (Staff - Class During School)	3	B
	Varsity Assistant Coach (Non-Staff)	1	1 A
<b>Dance Team</b>	Varsity Head Coach (Non-Staff)	1	3 A
	Varsity Head Coach (Staff - Class During School)	1	1 B
	Varsity Assistant Coach (Non-Staff)	3	B
	Varsity Assistant Coach (Staff - Class During School)	1	3 A
<b>Student Council</b>	Advisor	1	3 A
<b>Instrumental Band</b>	Advisor	1	3 A
<b>Vocal/Chorus</b>	Advisor	1	3 A
<b>Operetta</b>	Advisor	1	3 A
<b>Annual/Yearbook</b>	Advisor	1	3 A
<b>Publications ARTEC</b>	Advisor	1	2 C
<b>School Paper</b>	Advisor	1	3 A
<b>Class Advisor</b>	Senior	1	4 A
	Junior	1	4 B
	Sophomore	1	4 B
	Freshman	1	4 B
<b>Voc-Ag/FFA</b>	Advisor	4	2 A
<b>Service Club</b>	Advisor	1	2 A
	9th Grade Advisor	1	2 B
<b>9th Activity Supervisor</b>	Advisor	1	3 A
<b>Auditorium Events</b>	Coordinator	1	3 A
<b>Color Guard</b>	Advisor	1	3 C
<b>Pit Master</b>	Advisor	1	3 C
<b>Summer Band</b>	Advisor	1	3 C
<b>Academic</b>	Advisor	2	1 A
<b>Strings Orchestra</b>	Advisor	1	3 A
<b>Ski Club</b>	Advisor	1	

<b>Mt. Harrison High School</b>			
		# Positions	Tier Level
<b>Student Council</b>	Advisor	1	3 A

<b>East/West Middle Schools</b>			
		# Positions	Tier Level
<b>Football</b>	8th Head Coach	1	1 A
	8th Assistant Coach	1	1 B
	7th Head Coach	1	1 A
	7th Assistant Coach	1	1 B
<b>Volleyball</b>	8th Head Coach	1	2 A
	7th Head Coach	1	2 A
<b>Cross Country</b>	Head Coach	0.5	3 A
<b>Girls' Soccer</b>	Head Coach	1	2 A
<b>Boys' Soccer</b>	Head Coach	1	2 A
<b>Girls' Basketball</b>	8th Head Coach	1	1 A
	7th Head Coach	1	1 A
<b>Boys' Basketball</b>	8th Head Coach	1	1 A
	7th Head Coach	1	1 A
<b>Boys' Wrestling</b>	8th Head Coach	1	1 A
	7th Head Coach	1	1 A
<b>Girls' Wrestling</b>	Head Coach	1	1 A
<b>Track</b>	Head Coach	1	2 A
	Assistant Coach	3	2 B
<b>Cheerleading</b>	Head Coach (Non-Staff)	1	2 A
	Head Coach (Staff - Class During School)	3	A
<b>Dance Team</b>	Head Coach (Non-Staff)	1	1 A
	Head Coach (Staff - Class During School)	3	A
<b>Student Council</b>	Advisor	1	2 A
<b>Music - Band</b>	Advisor	1	2 C
<b>Music - Chorus</b>	Advisor	1	2 C
<b>Publications</b>	Advisor	1	2 A
<b>Strings Orchestra</b>	Advisor	1	3 A
<b>Ski Club</b>	Advisor	1	

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**Minidoka County Joint School District #331  
Athletic & Advisor Salary Schedule 2025-2026**

**High School Schedule**

	I	II	III	IV
<b>Tier 1</b>	<b>0-2 Years</b>	<b>3-5 Years</b>	<b>6-10 Years</b>	<b>&gt;10 Years</b>
<b>A</b>	\$ 3,890	\$ 4,580	\$ 5,030	\$ 5,720
<b>B</b>	\$ 2,140	\$ 2,520	\$ 2,770	\$ 3,150
<b>C</b>	\$ 1,830	\$ 2,150	\$ 2,370	\$ 2,690

	I	II	III	IV
<b>Tier 2</b>	<b>0-2 Years</b>	<b>3-5 Years</b>	<b>6-10 Years</b>	<b>&gt;10 Years</b>
<b>A</b>	\$ 3,310	\$ 3,890	\$ 4,280	\$ 4,860
<b>B</b>	\$ 1,820	\$ 2,140	\$ 2,350	\$ 2,670
<b>C</b>	\$ 1,550	\$ 1,830	\$ 2,010	\$ 2,290

	I	II	III	IV
<b>Tier 3</b>	<b>0-2 Years</b>	<b>3-5 Years</b>	<b>6-10 Years</b>	<b>&gt;10 Years</b>
<b>A</b>	\$ 2,330	\$ 2,750	\$ 3,020	\$ 3,430
<b>B</b>	\$ 1,280	\$ 1,510	\$ 1,660	\$ 1,890
<b>C</b>	\$ 1,100	\$ 1,290	\$ 1,420	\$ 1,610

	I	II	III	IV
<b>Tier 4</b>	<b>0-2 Years</b>	<b>3-5 Years</b>	<b>6-10 Years</b>	<b>&gt;10 Years</b>
<b>A</b>	\$ 1,170	\$ 1,370	\$ 1,510	\$ 1,720
<b>B</b>	\$ 640	\$ 760	\$ 830	\$ 940
<b>C</b>	\$ 550	\$ 650	\$ 710	\$ 810

**Middle School Schedule**

	I	II	III	IV
<b>Tier 1</b>	<b>0-2 Years</b>	<b>3-5 Years</b>	<b>6-10 Years</b>	<b>&gt;10 Years</b>
<b>A</b>	\$ 1,650	\$ 1,950	\$ 2,140	\$ 2,430
<b>B</b>	\$ 1,160	\$ 1,360	\$ 1,500	\$ 1,700
<b>C</b>	\$ 780	\$ 910	\$ 1,000	\$ 1,140

	I	II	III	IV
<b>Tier 2</b>	<b>0-2 Years</b>	<b>3-5 Years</b>	<b>6-10 Years</b>	<b>&gt;10 Years</b>
<b>A</b>	\$ 1,410	\$ 1,650	\$ 1,820	\$ 2,070
<b>B</b>	\$ 980	\$ 1,160	\$ 1,270	\$ 1,450
<b>C</b>	\$ 660	\$ 780	\$ 850	\$ 970

	I	II	III	IV
<b>Tier 3</b>	<b>0-2 Years</b>	<b>3-5 Years</b>	<b>6-10 Years</b>	<b>&gt;10 Years</b>
<b>A</b>	\$ 1,000	\$ 1,170	\$ 1,280	\$ 1,460
<b>B</b>	\$ 700	\$ 820	\$ 900	\$ 1,020
<b>C</b>	\$ 470	\$ 550	\$ 600	\$ 690

	I	II	III	IV
<b>Tier 4</b>	<b>0-2 Years</b>	<b>3-5 Years</b>	<b>6-10 Years</b>	<b>&gt;10 Years</b>
<b>A</b>	\$ 500	\$ 580	\$ 640	\$ 730
<b>B</b>	\$ 350	\$ 410	\$ 450	\$ 510
<b>C</b>	\$ 230	\$ 275	\$ 300	\$ 340

**Certified High School Staff  
Head Varsity Coach % of Base Contract**

Baseball	11%
Boys' Basketball	11%
Girls' Basketball	11%
Bowling	9%
Cross Country	9%
Football	13%
Boys' Golf	9%
Girls' Golf	9%
Boys' Soccer	9%
Girls' Soccer	9%
Softball	11%
Swimming	9%
Tennis	9%
Track	9%
Volleyball	11%
Boys' Wrestling	11%
Girls' Wrestling	11%

**Certified Middle School Staff  
Athletic Director % of Base Contract**

Athletic Director	10%
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**Administration**

Mr. Spencer Larsen, Superintendent  
Kerri Tibbitts, Board Clerk  
Daryl Kent, Business Manager

**Board Members**

Russ Suchan, Chair  
Mary Andersen, Vice Chair  
Rick Kent, Trustee  
Jake Claridge, Trustee

August 12, 2025

**RECOMMENDATION OF STIPEND FOR SKI ADVISOR**

After reviewing the current ski advisor stipend structure, I recommend adjusting the stipend from \$900 to \$600 per season. This stipend was not on the activity's stipend schedule. Although there is scheduling of trips, collecting permissions slips, chaperoning on the bus and perhaps other duties, I feel this amount is fair to cover responsibilities for four trips while continuing to provide free skiing privileges to the advisor.

*Minidoka School District is dedicated to fostering each student's academic, emotional and social growth through excellence, respect and shared responsibility.*

The Board adopts this policy to place controls on the use of student-owned electronic devices at school. There has been a rising concern that spending too much time on social media or using cell phones may be detrimental to students' physical and mental health. The Board's priority is that all students are engaged in learning without distraction.

By placing limits on the permissible use of such electronic devices, the Board intends to:

1. Adopt policy in alignment with State Department of Education guidance on cell phones;
2. Promote student safety;
3. Support staff in maintaining an environment that encourages learning;
4. Reduce distractions in the learning environment;
5. Improve academic focus;
6. Promote responsible technology use;
7. Prevent cyberbullying;
8. Mitigate the privacy concerns posed by personal electronic devices

This policy shall apply to any electronic device not issued by the District that is capable of accessing the internet or sending an electronic message to another device, such as smart phones, other cell phones, earbuds, tablets, laptops, gaming systems, e-readers, ~~and smart watches, and smart glasses.~~ If a student with a medical condition (i.e. diabetes) must have a cell phone with them at all times, a doctor's note is needed and the administrator needs to be aware of the special circumstances.

During school hours ~~7:45am to 3:45pm~~ (including lunch), ~~cell phones and wireless headphones~~ electronic devices should not be in use or in the student's possession.

~~Cell phones and wireless headphones~~ Electronic devices need to be powered off and secured in lockers (possibly put in backpack)

Parents needing to get in touch with their student(s) may call the school and leave a message to be delivered to their student.

Students that need to call home will be allowed to use the school phone in the main office.

Student ~~cell phones~~ electronic devices that are in the student's possession or in use during school hours will be sent to the front office until the end of the day. Upon additional violations, a parent or guardian will need to come to the school to pick up the ~~cell phone~~ electronic devices from office staff or administration.

The Superintendent may set further procedures and schools may set additional rules to ensure this policy is followed. The District may also make use of technology-based approaches, such as monitoring or blocking internet access.

Students are responsible for safeguarding devices they bring to school. The District shall not be responsible for loss, theft, damages, or destruction of student owned devices brought onto school property.

### Use of Devices

Any use of personal electronic devices at school or at school events shall comply with Policy 362.00 Acceptable Use of Electronic Networks. Student-owned electronic devices shall not be used in a manner that disrupts the educational process, including, but not limited to, posing a threat to academic integrity or violating confidentiality or privacy rights of another individual.

Access to the devices is a privilege and not a right. Each student will be required to follow the Acceptable Use of Electronic Networks Policy and the Internet Access Conduct Agreement.

Students may only access the internet through the filtered District connection, regardless of whether they are using their personal device or a District-issued device. District staff will not provide software or technical assistance for student-owned devices.

The use of cameras in any type of electronic device is strictly prohibited in locker rooms and restrooms. Cameras in classrooms are not allowed unless a certified District employee authorizes the student to do otherwise. Where students are allowed to use electronic devices, they are required to obtain permission before taking a photograph or video of any individual. Students must also obtain permission from any individual appearing in a photograph or video prior to posting on any social networking site or other internet site.

Students found to be using any electronic communications device to in any way send or receive personal messages, data, or information that would contribute to or constitute cheating on any student assessment, project, or assignment shall be subject to discipline.

Students shall comply with any additional rules developed by the school and classroom teacher concerning appropriate use of personal electronic devices.

### Disciplinary Action

Students violating the provisions of this policy are subject to disciplinary action, including but not limited to detention, and/or confiscation of the device until it is retrieved by the student's parent/guardian. If a student or a parent/guardian wishes to appeal such disciplinary action, they can do so by submitting a written request for appeal to the building principal within three (3) school days. If the decision being appealed was made by the building principal, the appeal may instead be made to the Superintendent.

Violation of this policy may also result in suspension or expulsion, as described in Policy 390.00 Student Discipline and Policy 390.30 Student Expulsion.

### Implementation & Review of Policy

The Board directs the Superintendent or their designee to inform staff, students, and parents/guardians about this policy and how it will be implemented. The Board also directs the

Superintendent or their designee to develop practices that reinforce the importance of and ways of addressing:

1. Digital literacy lessons;
2. The effects of cyberbullying;
3. Privacy concerns; and
4. Online disinformation

The Superintendent shall report to the Board each year about the effectiveness of this policy and shall recommend changes to it as needed.

**Legal References**

**Description**

Executive Order 2024-11  
Policy Checklist for LEAs

Phone Free Learning Act  
[by the Idaho Department of Education](#)

**Cross References**

**Code**

**Description**

360.00  
360.00  
362.00P  
390.00

Electronic Services for Students  
Student Use of Personal Electronic Devices  
Student Use of Personal Electronic Devices  
Procedure  
Student Expulsion

ADOPTED: December 17, 2024

AMENDED: June 16, 2025

The Board of Trustees of Minidoka County Joint School District No. 331 recognizes the importance of ongoing training for district employees. The Board supports local training as a top priority.

The District has available a number of vehicles for employee use. The use of District vehicles should be used instead of personal vehicles whenever possible. If an employee chooses to take their own vehicle when a District vehicle is scheduled to go to an event, and there is room available in the District vehicle, the employee will not receive a mileage reimbursement.

### **Travel Allowances and Expenses**

Every District employee and Board Member will be reimbursed for travel expenses while traveling outside of the District and engaged in official District business. All travel expenses must be reported on the established travel expense and voucher forms and for employees, approval must be granted prior to traveling by the employee's supervisor and the Superintendent.

The District Business Office will be responsible for the development of procedures and forms to be used in connection with travel-expense claims and reimbursements.

Overtime by classified staff during travel must be submitted in accordance with Policy 594.00

~~Overtime: Classified Personnel.~~ Classified Staff Payroll.

### **General Provisions**

1. This policy is applicable to all employees of the school district.
2. Compensation for all trips must be approved by the Board of Trustees.
3. If an employee cancels an approved trip, the employee is responsible for all costs associated with the cancellation.

### **Documentation of Expenses**

Expenses not in compliance with this policy shall not be reimbursed or paid by the District.

Prior to reimbursement of actual and necessary expenses, the District employee or Board Member must submit a detailed receipt indicating the date, purpose, and nature of the expense for each claim item and any appropriate travel expense or voucher form. Expenses requiring prior approval must also include a copy of the written prior approval. Employees shall submit their receipts, travel expense forms, and voucher forms to their immediate supervisor or the Superintendent. The Superintendent and Board Members shall submit such documentation to the Business Office. Failure to provide a detailed receipt will make the expense non-reimbursable.

In exceptional circumstances, the District may allow a claim without a proper receipt. Written documentation explaining the exceptional circumstances will be maintained as part of the District's record of the claim.

The Board directs the Superintendent to promulgate procedures specifying which expenses shall be reimbursable for travel of different distances and durations.

1. Per diem does not require receipts.

2. Travel arrangements will generally be made by the building or District Travel Coordinator not by the employee.
3. With authorization from the Superintendent, employees who are taking Minidoka students on official school sponsored trips may make arrangements for pre-paid trip expenses. Requests are due to trustees (through the clerk) at least 16 (sixteen) weeks in advance of travel and at least two weeks in advance of the regular board meeting. If requests are not received in the time frames listed, please note the travel may be denied by the Board. Please submit a reason as to why the travel is submitted late.
4. Staff members who attend workshops, trainings, or conferences with any District reimbursement is expected to share knowledge gained with other staff in the building and/or district.
5. Unforeseen emergency travel may be approved by the Superintendent or his/her designee.
6. Travel within a radius of 300 miles may be approved by the Superintendent without prior approval of the Board.

Each employee seeking reimbursement for travel expenses related to their employment with the District should gain prior approval for the trip from their immediate supervisor and fill out the appropriate online travel form and submit it to the District Service Center (DSC) for reimbursement or for advanced payment. Advanced per diem payment will only be given when travel is out of radius and/or includes more than a two-night stay. All other travel expenses will be paid as a reimbursement unless approved in advance by the Superintendent for extenuating circumstances.

**Rate Per Mile**

In July of each year, the mileage reimbursement will be changed to show that of what the State mileage reimbursement shows.

**Calculation of Mileage**

The mileage calculation must not exceed the mileage reported between cities and towns on the District Mileage Chart.

**Meal Allowance**

The District will pay the meal allowances listed below.

Employees should take advantage of meals offered by the sponsor of the program and/or convention, including food at trade shows and continental breakfasts. Meal allowances or expenses will not be paid for meals provided by program sponsors or hotels.

Maximum meal allowances are listed below:

<u>In-State</u>	<u>Out-of-State</u>
\$10.00 Breakfast	\$10.00 Breakfast
\$15.00 Lunch	\$15.00 Lunch
\$20.00 Dinner	\$30.00 Dinner

In accordance with IRS rules meal allowances are only allowed as part of overnight travel. If lunch is not provided as part of a full day conference or workshop, then the District will not reimburse an employee for lunch.

**Lodging**

Motel rooms should be practical and clean. Extravagant and overly expensive lodging should be avoided. Exceptions to this standard would include lodging at hotels where programs or seminars are being held.

**Movies and In-Room Charges**

Movie expenses are not reimbursable by the District. In-room food or snacks will not be reimbursed by the District unless part of daily meal per diem rate. Room-service charges are not reimbursable. Charges for internet or connectivity services as required by work assignments are reimbursable.

**Travel Related Expenses**

Receipts for travel-related expenses should be kept and submitted for reimbursement. Charges for parking and transportation for work related travel are covered by the District. Rental cars should be economy class unless a larger vehicle is needed for more employees.

**Bar Expenses**

Bar or alcoholic drink expenses are not reimbursable by the District.

**In District Travel**

District employees are to use District vehicles whenever they are available for In-District travel.

District employees and Board Members shall be reimbursed for actual and necessary expenses incurred within the District while attending to District business. Mileage driven for pre-approved In-District travel shall be reimbursed originating from Rupert Idaho. It is the responsibility of the Board to review travel within the District by the Superintendent or by Board Members.

Meals incurred inside the District shall not be reimbursed, except for banquets attended to represent the District.

**Out of District Travel**

Travel outside of Region IV must be pre-approved. Employees shall obtain prior approval from their supervisor and the Superintendent.

Board Members shall obtain Board approval prior to incurring out of District expenses.

The District will only provide per diem expenses or reimbursement spent for food while on out of District trips requiring an overnight stay where meals are not provided as part of the event.

District employees and Board Members shall be reimbursed for actual and necessary expenditures incurred outside the District.

Whenever possible, carpooling should be considered to minimize travel costs.

**In-Radius Travel**

Travel requests within a 300-mile radius from the District are considered In-Radius and may be approved by the Superintendent without prior approval of the Board. In-radius requests should be submitted at least 30 days prior to travel.

1. All employees of Minidoka County Joint School District No. 331 who travel and/or request reimbursement for their out-of-district travel will complete an online "Leave/Travel Form." This form will also be used for all reimbursed out-of-district activities.
2. All "Leave/Travel Forms" must be signed by the employee requesting the funds and approved by the supervisor and/or the Superintendent or his/her designee. This form will be kept updated on the current mileage and meal reimbursement prices.
3. Any reimbursed mileage will generally be calculated using the "Minidoka County Mileage Chart," which is on file at the District Office, and should account for mileage from Rupert Idaho or permanent residence, whichever is closer, to the approved destination.
4. Principals, coaches and athletic/activities directors do not have to have official IHSAA business approved under the "Travel Request Form," but must notify supervisors in advance of the travel. In all cases, principals, coaches and athletic directors are to share rides if possible and to otherwise minimize travel costs.
5. Administrators attending regularly scheduled In-Radius state and regional meetings do not need to fill out a "Travel Request Form" unless requesting reimbursement or per diem, but should notify the Superintendent in advance of the travel.
6. Employees shall request sales tax exemption for in-state lodging.

### **Out-of-Radius Travel**

Travel requests outside a 300-mile radius from the District are considered Out-of-Radius.

- ~~1. Unless a requirement of a grant the district has received or as assigned by a district administrator/supervisor, employee requests for out-of-radius travel will be limited to one (1) such approved trip per contracted school year, regardless of the funding source.~~
- 2.1. Any out-of-radius travel by an employee of the District must have such travel request approved in advance by the building principal and Superintendent, or Superintendent's designee. Any employee wishing to travel out-of-radius must submit a request to the Board at least 160 days prior to the trip.
2. ~~Unless a requirement of a grant, association responsibility, or directed by the Superintendent, employee requests for out-of-radius travel will be limited to one (1) such approved trip per contracted school year, regardless of the funding source.~~
- 3.

When airline travel is the most appropriate means of travel, the district will pay for the cost of one (1) round-trip airline ticket for each employee approved to travel. A person choosing to drive will be paid at the district mileage rate or the cost equal to one round-trip airline ticket to the same destination, whichever is least expensive. All airline travel should be arranged by the District Travel Coordinator.

Unforeseen emergency travel may be approved by the Superintendent without prior Board approval.

**Travel Costs Under Federal Award**

Travel costs are the expenses for transportation, lodging, food, and related items incurred by employees who travel on official business under a federal award. Such costs may be charged on an actual cost basis, or on a per diem mileage basis, or on a combination of the two, provided the method used is applied to an entire trip and not selected days of the trip.

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, shall be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the District in its regular operations. If these costs are charged directly to the federal award, the District will maintain documentation justifying the following:

1. Participation of the individual is necessary to the federal award; and
2. The costs are consistent with this policy and any related procedures.

Temporary dependent care costs above and beyond regular dependent care that directly results from travel to conferences are allowable provided that:

1. The costs are a direct result of the individual's travel for the federal award;
2. The costs are consistent with this policy and any related procedures; and
3. Are temporary, lasting only during the travel period.

Travel costs for dependents are unallowable, except for travel of duration of six months or more with prior approval of the federal awarding agency.

Airfare costs in excess of the basic, least expensive unrestricted accommodations class offered by commercial airlines are unallowable except when such accommodations would:

1. Require circuitous routing;
2. Require travel during unreasonable hours;
3. Excessively prolong travel;
4. Result in additional costs that would offset the transportation savings; or
5. Offer accommodations not reasonably adequate for the traveler's medical needs.

**LEGAL REFERENCE: Idaho Code 33-701 Fiscal Year Payment and Accounting Funds  
2C.F.R. § 474 Travel Costs**

**ADOPTED: September 19, 1995**

**AMENDED/REVISED: November 21, 1995; November 19, 1996; August 5, 1997; October 1, 1997; March 1, 1999; December 15, 2003; February 21, 2006;**

**September 16, 2013; February 13, 2017; December 11, 2017; February 24, 2020;  
November 15, 2021; January 17, 2022; September 19, 2022; April 17, 2023**

All travel outside **Region IV** by employees of the district shall be pre-approved as outlined in the policy associated with this procedure. The following procedure shall be followed in order to obtain that permission and to receive and/or request from the District travel expenses or reimbursements.

In-Radius travel needs to be submitted at least ~~thirty (30) days in advance~~ ten (10) days prior to the monthly board meeting. Out-of-Radius travel needs to be submitted at least sixteen (16) weeks in advance as those submissions need to be approved by the Superintendent and School Board.

An employee will provide the requisite information to their building, department, or District Travel Coordinator so that an accurate Travel Request Form (405.21F) can be completed and submitted to the appropriate administrator for approval. (The employee does not fill out the Travel Request Form.) If approved, the administrator will forward the request to the funding administrator, and/or Board, for approval. Once approved the request will be sent to accounting to be processed and travel arrangements will then be made by the building, department or District Travel Coordinator.

PLEASE NOTE: NO reimbursements for per diem, shuttle or baggage costs will be made without a completed and approved Travel Request Form (405.21F).

Employees attending conferences and workshops are expected to share what they have learned by reporting to their department or grade level team, at a staff meeting, or at a Board meeting upon their return. Identifying when and to whom this report should happen, should be part of the planning for the travel not an afterthought upon their return.

### **Lodging:**

Rooms should be practical and clean. Extravagant or overly expensive lodging should be avoided. Exceptions to this would include lodging at hotels where programs or seminars are being held in an out-of- radius location. Original receipts showing the dates of the stay at the establishment and the amount charged per day, plus the tax, if any, must be submitted. (Credit card receipts are not acceptable documentation.) The district will not pay for extra items added to the lodging bill such as phone calls, health facility fees, meals, water, movies, and other incidentals. Overnight lodging is allowed for travel that constitutes arriving at a meeting that is more than 100 miles away and begins at 8:30 a.m.

### **Meals:**

Meal reimbursement will be based on the number of days the employee is away from his/her normal workstation that constitutes an overnight stay. If meals are included in the conference registration fees, the amount for the meal must be deducted from the amount of the standard reimbursement for that day. Meal reimbursement will not exceed the daily per diem rates.

Meals are not covered for travel that does not constitute an overnight stay.

**Transportation:**

If a district car is used to reach the conference location, the number of miles must be clearly documented on the mileage log that is inside the vehicle. If a private car is used to reach the location, the district mileage chart is used to fill out the leave/travel request form at the district's approved mileage rate. In no instance will the amount of the mileage reimbursement exceed the cost of an airline coach ticket. This reimbursement is made only to the individual who drove the vehicle. (Do not split amounts for mileage among several employees. If more than one employee travels by car, the amount reimbursed will not exceed the cost of the appropriate number of coach airline tickets.) When multiple employees attend a conference, a District vehicle will be used if available, if not all efforts to carpool will be made.

The school district will pay the lesser of the actual mileage rate or the cost of the airline ticket in those instances in which the employee elects to use a personal vehicle in lieu of airline travel. The additional time needed for automobile travel is to be charged to annual leave and meals and lodging will be allowed within the time frame that would have been necessary for air travel. The traveler must clearly document the cost of the airline ticket versus the cost of choosing to travel by personal vehicle.

Air travel allowance is limited to coach fare. All air travel arrangements are to be made by the District Travel Coordinator. Airfare is not a reimbursable expense.

**Registration Fees:**

A purchase order must be used by the department, building, or District Travel Coordinator prior to submission to accounting to pay registration fees. Once approved the fees can be paid using a District credit card.

**Miscellaneous Expenses:**

Cab fare, bus fare or economy class rental car to and from airports, hotel, or as otherwise required is reimbursable. Cab fare is authorized if there is no other reasonable transportation available. Other expenses as required should be explained and properly supported by receipts or other documentation and will be reimbursed after the trip. Personal expenses, such as personal telephone calls, are to be paid by the employee.

**Cancellation:**

Employees have committed to travel once the travel reimbursement form has been signed. Cancellation is not permitted. However, in the instance of unforeseen circumstances, the employee must immediately notify the district/building travel coordinator. If the employee fails to do so, they are responsible for all costs incurred.

The development of a strong, competent classified staff of employees, and the maintenance of high morale among this staff, are major objectives of the Board. A program of continuous evaluation is necessary in fulfilling these duties. The Board recognizes that thorough; regular appraisal of performance is critical to the realization of district goals. The primary purpose of personnel evaluation is the growth of individual staff members, the strengthening of the school staff as a whole, and improvement of support services provided. The Board expects principals and supervisors to exert every effort to encourage staff members to develop their performance to an optimum degree.

~~1. The Classified Evaluation Form may be reviewed annually by a committee established for that purpose.~~

~~2.1.~~ The Classified Employee Evaluation Form will be used to evaluate Classified Employees.

~~3.2.~~ Classified Employees shall be evaluated as follows:

a. Performance appraisal will be continuous; it will not be limited to items and procedures set for formal evaluations.

~~b. Principals/Supervisors should meet with classified employees in January/February for a mid-year review.~~

~~c. Principals/Supervisors shall complete the initial observation for all classified employees before their mid-year review.~~

~~d.b.~~ Observation and monitoring of the classified employee shall be ongoing and done conducted in a professional and ethical manner. Supervision shall be as open and direct as possible allowing for considerations for the nature of reasonable concerns.

~~e.c.~~ The Classified Evaluation Form for each employee shall be completed and submitted to the District Service Center by June 1.

### **Evaluation Forms**

1. After discussing the annual evaluation with the Classified Employee, the annual evaluation shall be signed by the Principal / Supervisor and the classified employee being evaluated. If the classified employee declines to sign the document, ~~then~~ the Principal/ Supervisor will have a witness sign the document the employee refused to sign the evaluation to which will verify that the classified employee had access to the annual evaluation. Signature by the classified employee implies only that the employee has had an opportunity to see the written evaluation. In signing the evaluation, the classified employee does not sacrifice any right to appeal or to grieve.
2. The classified employee shall have the right to include a written statement or document as an addendum to the evaluation form if he/she wishes to do so.
3. The original copy of the annual evaluation shall be submitted to ~~the Superintendent~~ Human Resources for review and placement in the respective personnel files. The second copy shall be given to the classified employee.

**Unsatisfactory Performance:**

1. When aspects of a classified employee’s performance are in need of improvement, the Principal or Supervisor will specifically identify, document, y and discuss with the employee those areas needing improvement. A plan of improvement for unsatisfactory performance may be used to address concerns. and will develop a Plan of Improvement. Subsequent evaluations will address any improvement to any continuing difficulty which is observed as is provided in Classified Supervision Procedures Policy #590.00.
2. ~~A reasonable Plan of Improvement with terms and conditions shall be construed to be not less than (2) months for the classified employee to demonstrate improvement. If the classified employee does not show improvement, or depending upon the severity of the action, he/she may be reprimanded or terminated . is rehired, he/she would be observed formally at least one (1) time during the next school year. This observation will be conducted by the Principal/Supervisor.~~
3. ~~Each annual evaluation will be in writing, discussed with the classified employee, and signed by the Principal Supervisor and the classified employee. If the classified employee declines to sign the document, then the Principal / Supervisor will have a witness sign the document to verify that the classified employee had access to the annual evaluation. The classified employee will be provided a copy of all formal evaluations.~~

**Comments:**

~~Descriptive comments are to be used as guidelines and open communication between the Principal / Supervisor and the Classified Employee.~~



**LEGAL REFERENCE:**

**ADOPTED: September 20, 1999**

**AMENDED/REVISED: July 15, 2013; January 15, 2018**

<b>POLICY TITLE:</b>	<b>District Owned Vehicles - Procedure</b> <b>Minidoka County Joint School District # 331</b>	<b>POLICY NO:</b> <b>810.00P</b> <b>PAGE 1 of 5</b>
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The Board adopts this procedure to establish guidelines, obligations, and expectations of employees who, within the scope of their employment, have occasion to operate District-owned vehicles and equipment, or personal vehicles for official district purposes.

**District Vehicles and Equipment**

Authorization for Use

Minidoka School District employees shall operate district-owned vehicles and equipment only when the employee:

1. Is authorized by their position and/or supervisor to act as the operator of a vehicle or piece of equipment;
2. Holds a valid Idaho operator’s license for each class of vehicle or piece of equipment they are approved to operate. The district may verify license status by checking motor vehicle records; and
3. Has demonstrated, to the supervisor's satisfaction, that they are qualified to operate the vehicle or piece of equipment.

**Responsibilities of Vehicle/Equipment Operator**

Employees operating district vehicles and equipment shall:

1. Inspect vehicles or equipment before operating to ensure the vehicle or equipment will function in a safe manner;
2. Refrain from eating, texting, or engaging in any activity which may distract an individual from safely operating a vehicle or piece of equipment;
3. Operate such vehicles and equipment in a safe, responsible manner, and in compliance with State laws and regulations governing vehicle use;
4. Pull off to a safe area and stop driving to use a cell phone in a vehicle unless utilizing a hands-free device;
5. Be personally responsible for traffic fines, court appearances, and other personal judgments or penalties arising from their violation of traffic laws while operating such vehicles or equipment;
6. Refrain from operating any such vehicles or equipment when under the influence of controlled substances, medications, or mental or physical conditions which could impair their ability to properly operate a vehicle or piece of equipment;
7. Return such vehicles and equipment daily to the district facility designated for that vehicle or piece of equipment unless it is taken to the operator's residence as authorized described in this procedure;
8. If the vehicle or piece of equipment is taken to the operator’s residence as authorized by this procedure, the operator shall ensure the vehicle or equipment is made available for routine maintenance as well as unscheduled maintenance when required;

9. Report any loss, redaction, or suspension of their operator license or endorsements status to their supervisor as soon as they are notified of the licensing status change;
  10. Report all accidents immediately to the supervisor and/or to the Risk Management Specialist so that they can be reported to the District's insurance carrier. All Commercial Driver's License (CDL) holders shall comply with federal and state laws regarding the reporting of accidents, citations, or driving convictions and shall immediately report such occurrences to their supervisor;
  11. Use of district fueling cards and facilities, maintenance and repair facilities, and supplies shall be limited to bona fide District vehicles and equipment. District materials and facilities shall not be used for personal benefit;
  12. Not allow other persons to use their refueling card or request that others allow them to use refueling cards which are not assigned to them; and
  13. Be evaluated in connection with their use of district vehicles and equipment as part of their annual job performance review.
- ~~13. Employees will use the delegated vendor to refuel vehicles. They will use the gas card given to them with their employee number.~~

### **Prohibited Conduct of Vehicle/Equipment Operator**

Any employee involved in one or more of the following circumstances while operating district vehicles and equipment will immediately lose their operational authorization:

1. Unlawful use, distribution, dispensing, manufacture, or possession of a controlled substance;
2. Operating any district vehicle or piece of equipment while under the influence of alcohol, any drug, or the combined influence of alcohol and any drug;
3. Use of any district vehicle or piece of equipment for illegal or unauthorized purposes;
4. Operating a vehicle or piece of equipment in a manner which endangers the safety or life of others;
5. Clearly negligent use of district owned vehicles or pieces of equipment.
6. Smoking, vaping or any other tobacco product is not allowed in any district owned vehicle.

Any employee ~~violating convicted of~~ any of the items listed in this section of this procedure, regardless of whether it occurred while operating a district vehicle or piece of equipment, may be permanently prohibited from operating district vehicles and equipment, and/or subject to disciplinary action, up to and including termination.

### **Emergency Call Out**

~~In specific instances, the superintendent and/or department directors may establish specific positions and/or classes of employees who are subject to emergency callout. These employees or classes of employees may be assigned a district vehicle to keep at their personal residence in~~

~~order to more quickly respond to emergency circumstances. Employees so designated, may be changed at any time by the Superintendent and/or department director without consultation or negotiation with the affected employee or classes of employees. When an employee is designated to have a district vehicle at their residence for emergency callout use, the vehicle shall not be used for personal purposes.~~

### Provisions Vehicle Care:

1. All school buses ~~and other district vehicles~~ will be brought to the Rupert school bus yard to be washed.
- ~~1.2.~~ Drivers shall ensure the safe condition of the school bus by conducting daily pre-trip, post trip, and child check school bus inspections. The Superintendent or their designee shall establish specific checklists for these inspections. The District or their transportation contractor shall provide drivers with a pre-trip inspection form which may be based on the State Department of Education model pre-trip and post trip inspection forms. At minimum, the pre-trip inspection shall ensure that all safety equipment; such as brakes, tires, all lighting systems, steering, and the horn; are in working order. Post trip inspections shall include an emphasis on locating any sleeping students and any articles left on the bus, and reporting any bus defects.
- ~~2.3.~~ All district vehicles (Driver's Ed, Maintenance, Food Service, Vans, district car, etc), ~~which are parked in the compound,~~ will be washed and maintained as needed.~~on a regular basis.~~
- ~~3.4.~~ It is the responsibility of the driver of any designated ~~van-vehicle~~ to make sure that the interior of the ~~van-vehicle~~ is clean. Paper, bottles and debris of any kind are to be removed. The floors are to be swept, and seats and dash wiped down in preparation for the next group.
- ~~4.5.~~ Transportation employees, as assigned by the Transportation Supervisor, will wash district vehicles.
- ~~5.6.~~ Buses that travel over all paved roads will be washed in the winter months (December through February) at least two times per month.
- ~~6.7.~~ The buses that travel on non- paved roads will be washed at least two times per month but may be washed four times per month. More are permitted if necessary with prior direction or approval from the transportation supervisor/designee.
- ~~7.8.~~ Bus interiors are to be cleaned. Floors are to be kept free of paper and debris by sweeping daily or as needed. Seats are to be wiped down and cleaned as needed but not less than once per week. Dash and driver's area is to be cleaned and free from dust and debris by wiping down the dash area and sweeping around the garbage can area and seat area as often as needed, but not less than every other day. Each bus driver of each bus will have the primary responsibility of washing the outside and cleaning the interiors of his/her bus. All users of vehicles owned and maintained by the district shall adhere to the cleaning and disinfection protocols outlined by the district.

8.9. School bus technicians shall have first priority in the use of the wash bay for the purpose of steam cleaning the fleet's engines. This needs to be done to comply with state law and regulations.

9.10. The wash bay is to be kept clean from debris and other items properly stored after each use.

10.11. Heat controls are not to be changed except by those having authority to do so as designated by the Transportation Supervisor/designee.

### **District-Owned Vehicles Provided to Employees**

The district ~~owns~~ vehicles ~~which certain employees are used~~ are for ~~in-district use commuting to and from work~~ and for other District-related travel. District vehicles are not to be taken home. The District vehicle may be picked up if the employee is called into work. The Superintendent, however, may approve vehicles to be driven home in certain situations (i.e. on call).

~~Any mileage driven in a district-owned vehicle that is not for official district business will be considered a taxable fringe benefit to the employee driving the vehicle. This taxable fringe benefit will be in addition to the employee's annual salary and will be reported on the individual employee's W-4.~~

~~Records of mileage and use other than official district business must be recorded in a diary or log.~~

Unauthorized personal use of the vehicles or failure to report personal mileage and use may be subject to disciplinary action up to and including termination of employment. ~~No employee, friend, associate, or family member of any employee may use a district-owned vehicle for personal use other than the minimal personal use by the employee. Only those who are on district related business may be passengers in a district owned vehicle.~~

Any mileage driven in a district-owned vehicle that is not for official district business will be considered a taxable fringe benefit to the employee driving the vehicle. This taxable fringe benefit will be in addition to the employee's annual salary and will be reported on the individual employee's W-4. This policy and taxable fringe benefit will be reviewed annually to verify that the policy is in compliance with IRS regulations.

### **Disposal of Vehicles and Equipment**

All vehicles and equipment shall be disposed of only by sales events and methods which are approved by the Board and by rules adopted by the state for disposal of surplus property. Each sales event must be approved individually by the Board. Revenue received from the sale of school buses will be placed in a separate account and used only for the purchase of school buses.

### **Accident Management Procedures**

The Minidoka County School District establishes the following guidelines for reporting, investigating, and documenting all accidents, collisions, and incidents involving district vehicles and equipment:

1. All accidents/collisions/vandalism (herein collectively referred to as “accidents”) involving district vehicles, regardless of the amount of damages or personal injuries sustained, shall be reported immediately to the driver’s supervisor and Superintendent or designee./or any other identified district personnel. Failure to report an accident shall be cause for disciplinary action;
2. An employee involved in any accident while operating district vehicles or equipment will be required to submit to a drug and alcohol test if there is injury to property or person, due to insurance and liability. Failure to submit to a drug and alcohol test; or testing positive for drug use; or prohibited levels of alcohol as outlined in applicable law; shall be subject to disciplinary action, up to and including termination;
3. An accident report shall be completed within twenty-four (24) hours of any accident regardless of the amount of damage sustained to any district vehicle or equipment;
4. All accidents shall be investigated and subsequently reviewed by district personnel. Administrative actions may be taken based on the findings. ~~by a designated district Safety Coordinator or his or her designee;~~
5. ~~All accidents involving any personnel injury and/or accidents for which the estimated damages exceed one thousand dollars (\$1,000) shall be reviewed by the Safety Committee.~~
6. ~~The Safety Committee shall hold a fact-finding meeting to determine if the accident was preventable or non-preventable.~~
  - a. ~~The driver involved in the accident has the right to attend the fact-finding meeting to explain the situation and answer questions of the committee;~~
  - b. ~~The committee shall inform the driver of their findings in a timely manner; and~~
  - c. ~~An employee may appeal the findings and recommendations of the committee by following the appeals procedure outlined in the District Grievance Procedure~~
- a. ~~Administrative actions shall be taken based on the findings and recommendations of the Committee as follows:~~
  - b. ~~If the accident was non-preventable, a statement to that effect shall be included in the employee’s personnel file and no disciplinary action will be recommended.~~
  - e.a. ~~If the accident was preventable, procedures of remediation and disciplinary action shall be implemented according to the degree of culpability, severity of the accident, and service record of the employee.~~
7. ~~Driver Education instructors shall not be disciplined under these driver accident guidelines for vehicle accidents resulting from the actions of student drivers who are operating district vehicles under the instructor’s supervision, as part of the District Driver Education course unless a valid investigation by the district or a court of law finds the instructor was grossly negligent in their instruction or driving supervision.~~

### **Definitions**

"Equipment" for purposes of this procedure means utility vehicles, construction and lawn equipment.

"Vehicle" for purposes of this procedure means buses, vans, passenger vehicles, ~~and~~ utv, atv, other motorized maintenance equipment and delivery trucks.



**LEGAL REFERENCE: Standards for Idaho School Buses and Operations  
Idaho Department of Education, Idaho's School Bus Driver  
Training Classroom Curriculum**

**AMENDED: September 18, 2017; September 20, 2020; November 15,  
2021; December 18, 2023**

**[NOTE: This policy provides an opportunity for the Board to describe what is important to it and what the Trustees will strive to keep in mind when adopting, reviewing, and editing the other policies in Section 2000. Considering and customizing this policy is intended to act as a focal point for discussion by the Board. Because this policy is not based closely on any section of state or federal law or administrative rules, the Board has a great deal of freedom to edit it to reflect what is important to it, including the District's strategic plan.]**

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

**[SELECT, REVISE, ADD TO, AND DELETE THE FOLLOWING AS APPROPRIATE FOR THE BOARD:]**

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

- F. Age;
  - G. Language barrier;
  - H. Religious beliefs;
  - I. Disability;
  - J. Economic or social conditions; or
  - K. Actual or potential marital or parental status; or
  - L. Status as a homeless child;
18. Involve parents/guardians in the education of their child;
  19. Provide parents with a voice in setting the District's instructional aims and approaches;  
and
  20. Tailor planning, instruction, and assessment to serve each student's needs, strengths,  
and interests.]

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**Cross References**

<b>Code</b>	<b>Description</b>
2100	<a href="#"><u>Curriculum Development and Assessment</u></a>

A good school system worthy of its name must operate and function within the terms of its stated philosophy of education. It must proclaim firmly what it believes to be the place of the public school in society. There must be a statement of purpose and objectives which establishes the framework within which the instructional activities are carried on in the various classrooms.

In a democratic society, the role of the public school is dual in character:

1. To develop the individual to their highest potential and
2. To educate them to be a worthy member of society.

We believe that in order to clarify this role, the public school must define its purpose.

The purpose of the educational program in the Minidoka County Joint School District No. 331 is to help each individual:

1. Develop basic skills, such as reading, writing, using numbers, tools and materials of instruction.
2. Develop knowledge and understandings, attitudes, and appreciations in the fine arts, the practical arts, and the natural, physical and social sciences.
3. Attain the best possible physical and mental health.
4. Develop good work and study habits.
5. Develop the ability to think logically, critically, and constructively.
6. Develop the ability to express ideas clearly and creatively.
7. Discover and develop their special abilities and talents.
8. Explore and prepare for further education and for vocational opportunities.
9. Develop interests, attitudes and appreciations which are basic to the worthy use of leisure time.
10. Develop ethical behavior and personal responsibility.
11. Develop constructive interpersonal and civic attitudes and skills.

The aim of the Minidoka County Joint School District No. 331 is to develop an informed, competent, sensitive, and responsible citizen; one who is prepared to assume their role in local and national affairs, who has a discernment of international problems and relationships, and whose action will reflect a respect for and an understanding of their American heritage.

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## Board Policy 2100: Curriculum Development and Assessment

Status:

Original Adopted Date: | Last Reviewed Date:

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

It shall be the policy of the District No. 331 that all curriculum and instruction be under the supervision of the Superintendent, or their designee, and the building principals.

### Development and Assessment

Instructional objectives in each subject area shall be developed under the supervision of the Superintendent, or designee. Committees may be appointed for the development and/or updating of curriculum in each subject area. The curriculum shall be revised and updated as necessary to provide the best educational opportunities for the students.

A written, sequential curriculum shall be developed for each subject area. The curricula shall address learner goals, content and program area performance standards, and District education goals; and shall be constructed to include such parts of education as content, skills, and thinking. A curriculum review cycle and timelines for curriculum development and evaluations shall be developed as well. Such curriculums shall be created in accordance with evidence-supported practices.

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

In all program areas and at all levels, the District shall assess student progress toward achieving learner goals and program area performance standards including the content and data, the accomplishment of appropriate skills, the development of critical thinking and reasoning, and attitude.

The District will use assessment results to improve the educational program and use effective and appropriate tools for assessing such progress. This may include, but is not limited to:

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

Reliable and valid assessment measures will be administered in all grades according to state and District testing practices

All courses of instruction shall comply with State statutes and the rules of the State Board of Education. All curriculums shall be designed to meet requirements and standards of the State Board of Education and the District's Board of Trustees. All District schools will use current state curriculum standards and make them accessible to each teacher and the public.

### Instructional Practices

Each teacher has a professional responsibility to use the best instructional practices outlined in Charlotte Danielson's four domains of Enhancing Professional Practice: a Framework for Teaching as detailed in the District's Components of Professional Practice for Teachers evaluation rubric.

Additionally, each teacher has a professional responsibility of each teacher to use District approved curriculum with fidelity, follow school or department pacing schedules, and administer program-specific assessments.

The Board expects all teachers to actively participate in scheduled collaborative meetings for the purpose of enhancing student learning as determined by student data.

Department heads and/or instructional coaches shall review and provide timely, constructive feedback to teachers regarding instructional practices and, when necessary, provide professional development based on teacher needs.

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### **Legal References**

IC § 33-1601, et seq.

IC § 33-512A

IDAPA 08.02.01

### **Description**

Courses of Instruction

District Trustees - District Curricular Materials Adoption Committees

State Board of Education - Rules Governing Administration

### **Cross References**

#### **Code**

2000

2800

4160

7310

#### **Description**

[Goals](#)

[Objectives](#)

[Parents Right-to-Know Notices](#)

[Advertising in Schools/Revenue Enhancement](#)

## Board Policy 2110: Lesson Plan

Status:

Original Adopted Date: | Last Reviewed Date:

To ensure proper planning and continuity of instruction, the Board requires each teacher to prepare daily lesson plans for instruction. To facilitate more effective instruction, lesson plans must be prepared at least four days in advance of the actual class presentation. The format for the lesson plan will be specified by the building principal and shall be reviewed on a regular basis. The plan book must be readily available when a substitute teacher is needed.

Careful planning should precede:

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

Planning should include:

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

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

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**Board Policy 2120: Program Evaluation and Diagnostic Tests****Status:****Original Adopted Date: | Last Reviewed Date:**

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

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

Parents who wish to examine any assessment materials may do so by contacting the Superintendent. Parental approval is necessary before administering an individual intelligence test or a diagnostic personality test.

**Legal References**

20 USC § 1232(h)

**Description**

FERPA: Protection of Pupil Rights

IC § 33-1601, et seq.

Courses of Instruction

IC § 33-6000

Parental Rights

**Cross References****Code**

2130

**Description**[Research Studies](#)

2140

[Student and Family Privacy Rights](#)

2140-F(1)

[Student and Family Privacy Rights - Consent Form](#)

3575

[Student Data Privacy and Security](#)

4250

[Educational Research in District Schools](#)

## Board Policy 2125: K-3 Reading Intervention

Status:

Original Adopted | Last Reviewed Date:

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

### Definition

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

### Intervention Program

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

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

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

The program will provide a minimum of 60 hours of supplemental instruction for students in kindergarten through grade 3 who score below basic on the reading screening assessment and a minimum of 30 hours of supplemental instruction for students in kindergarten through grade 3 who score basic on the reading screening assessment.

### Reading Improvement Plan

Any student in kindergarten through third grade who exhibits a deficiency in reading based upon the statewide assessment shall receive an individual reading improvement plan. Any student who has been identified as not proficient through a local literacy assessment may also be put on a reading improvement plan. The District shall notify parent(s)/guardian(s) as outlined below once the deficiency has been identified and request their participation in developing the plan.

The reading improvement plan shall be created by the teacher, principal, parent(s)/guardian(s), and other pertinent school personnel, including staff assigned library duties, if applicable, no later than 30 days after the identification of the reading deficiency. The plan will describe the reading intervention services the student will receive to remedy the reading deficit.

If, after a good faith effort, the District is unable to engage the parent(s)/guardian(s) in the development of the student's reading improvement plan within 15 days of notification, school personnel may move forward with the creation of the student's reading improvement plan without parental participation.

Students who are on a reading improvement plan and have been identified through the statewide assessment to be at grade level may be transitioned off of the reading improvement plan. The District shall notify the parent(s)/guardian(s) in advance of transitioning students off of their reading improvement plan.

### Parental Notification

The parent(s)/guardian(s) of any student in kindergarten through third grade who exhibits a deficiency in reading at any time during the school year shall be notified in writing of the student's reading deficiency.

The Board hereby directs the Superintendent or designee to assist schools with providing written notification to the parent(s)/guardian(s) of any student who has not met grade-level proficiency.

The initial notification must include the following:

1. A statement that his or her student has been identified as having a deficiency in reading and a reading improvement plan will be established by the teacher, principal, other applicable school personnel and the parent(s)/guardian(s);
2. A description of the current services that are provided to the student; and
3. A description of the available reading intervention and supplemental instructional services and supports that could be provided to the student that are designed to address the identified areas of reading deficiency.

Following development of the plan, the parent(s)/guardian(s) will be provided with:

1. A description of the reading intervention and supplemental instructional services and support that will be provided to the student that are designed to address the identified areas of reading deficiency; and
2. Strategies for parent(s)/guardian(s) to use at home in helping their student to succeed in reading.

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

### Student Records

The assessment scores and interventions recommended and implemented shall be maintained in the permanent record of each student.

## Literacy Training for School Board Members

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

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

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

## Reporting

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

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

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### **Legal References**

IC § 33-1805

### **Description**

Reading Instruction and Intervention

IC § 33-1806

Reading and Literacy Assessment

IC § 33-1807

Literacy Intervention Program

IC § 33-1809

Accountability and Continuous Improvement

### **Other References**

Idaho State Board of Education

### **Description**

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

### **Cross References**

#### **Code**

1315

#### **Description**

[District Planning](#)

1650

[New Board Member Workshop](#)

**Board Policy 2130: Research Studies****Status:****Original Adopted Date: | Last Reviewed Date:**

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

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

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

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

**Legal References**

IC § 33-6000

**Description**

Parental Rights

**Cross References****Code**

2120

**Description**[Program Evaluation and Diagnostic Tests](#)

2140

[Student and Family Privacy Rights](#)

2140-F(1)

[Student and Family Privacy Rights - Consent Form](#)

4250

[Educational Research in District Schools](#)

### Surveys - General

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

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

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

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

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

### Surveys Created by a Third Party

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

This section applies to every survey:

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

### Surveys Requesting Personal Information

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

1. Political affiliations or beliefs of the student or the student's parent/guardian;
2. Mental or psychological problems of the student or the student's family;
3. Behavior or attitudes about sex;

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

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

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

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

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

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

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

### Instructional Material

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

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

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

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

1. A student's or parent's first and last name;

2. A home or other physical address, including street name and the name of the city or town;
3. Telephone number; or
4. A Social Security identification number.

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

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

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

#### Notification of Rights and Procedures

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

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

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

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

*NOTE: This policy must be adopted in consultation with parents. 20 USC § 1232h(c)(1). Therefore, ISBA recommends that, at a minimum, Boards specifically note this on their meeting agendas and request public comment prior to adoption.*

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#### **Legal References**

20 USC § 1232(h)

34 CFR Part 99

IC § 33-6001

#### **Description**

FERPA: Protection of Pupil Rights

Implementing FERPA

Parental Rights

## Cross References

<b>Code</b>	<b>Description</b>
2120	<a href="#"><u>Program Evaluation and Diagnostic Tests</u></a>
2130	<a href="#"><u>Research Studies</u></a>
2500	<a href="#"><u>Library Materials</u></a>
2520	<a href="#"><u>Selection, Adoption, Use, and Removal of Curricular Materials</u></a>
3200	<a href="#"><u>Student Rights and Responsibilities</u></a>
3281	<a href="#"><u>Gender Identity and Sexual Orientation</u></a>
3500	<a href="#"><u>Student Health/Physical Screenings/Examinations</u></a>
3500-F(1)	<a href="#"><u>Student Health/Physical Screenings/Examinations - Notice of Health Services</u></a>
3575	<a href="#"><u>Student Data Privacy and Security</u></a>
4160	<a href="#"><u>Parents Right-to-Know Notices</u></a>
4175	<a href="#"><u>Required Annual Notices</u></a>
4250	<a href="#"><u>Educational Research in District Schools</u></a>

Student and Family Privacy Rights – Consent Form

The Protection of Pupil Rights Amendment (PPRA), requires the District to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include student surveys, analyses, or evaluations that concern one or more of the following areas:

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sexuality, including but not limited to sex behavior or attitudes;
4. The student’s sex;
5. Illegal, anti-social, self-incriminating, or demeaning behavior;
6. Critical appraisals of others with whom respondents have close family relationships;
7. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
8. Religion, including but not limited to religious practices, affiliations, or beliefs of the student or parents;
9. Individual or family financial information, including but not limited to income;
10. Personal family information.

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes (“marketing surveys”). The following is a schedule of activities requiring parental notice and consent or opt-out for the upcoming school year. This list is not exhaustive and, for surveys and activities scheduled after the school year starts, the District will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and provide them with an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

**[LIST ALL APPLICABLE SURVEYS AND SCREENINGS TO BE GIVEN IN THE UPCOMING YEAR, THE STUDENTS THEY WILL BE ADMINISTERED TO, THE DATE THEY WILL BE GIVEN, A DESCRIPTION OF THE SURVEY OR SCREENING, AND A STATEMENT OF WHETHER THE SURVEY WILL REQUIRE PARENTAL CONSENT OR WHETHER PARENTS MUST ACTIVELY OPT THEIR CHILD OUT IF THEY DO NOT WISH FOR THEM TO PARTICIPATE.]**

If you wish to review any survey instrument or instructional material used in connection with any protected information or marketing survey, please submit a request to **[DESIGNATED OFFICIAL]**, 310 10th Street, Rupert, ID 83350. **[THE DESIGNATED OFFICIAL]** will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to a student.

I \_\_\_\_\_ (parent/guardian's name) give my consent for \_\_\_\_\_ (child's name)  
to take \_\_\_\_\_ (survey name) on or about \_\_\_\_\_ (date).

Parent's signature: \_\_\_\_\_

Please return this form no later than \_\_\_\_\_ (date) to the following school official:

**[NAME]**  
310 10th Street  
Rupert, ID 83350

## Board Policy 2150: Copyright

Status:

Original Adopted Date: | Last Reviewed Date:

The District recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized physical or electronic copying or using of audio, visual, or printed materials and computer software, unless the copying or use conforms to the “fair use” doctrine.

Under the “fair use” doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship, or research.

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

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with the District’s procedures or is permissible under the law should contact the Superintendent. The Superintendent will assist staff in obtaining proper authorization to copy or use protected materials when such authorization is required. The Superintendent or designee is responsible for maintaining copies of permission granted for the use of copyrighted material.

Teachers will instruct students to respect copyright laws and to request permission when their use of material has the potential of being considered an infringement.

No information or graphics may be posted on any school system official website in violation of any copyright laws. The Superintendent or web maintenance designee is responsible for maintaining copies of permission granted for the use of copyrighted material on any school system official website.

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### Legal References

Pub. L. 94–553

### Description

Copyright Act of 1976

### Cross References

#### Code

2510

#### Description

[Selection of Library Materials](#)

2510-P(1)

[Selection of Library Materials](#)

2570

[Use of Commercially Produced Video Recordings](#)

2570-F(1)

Use of Commercially Produced Video Recordings -  
Parental Movie Opt-Out/Consent Form

8605

Retention of District Records

8700

Computer Software

Throughout this procedure, “copies” shall refer to electronic as well as physical copies.

### Authorized Reproduction and Use of Copyrighted Material in Print

In preparing for instruction, a teacher may make or have made a single copy of a chapter from a book; an article from a newspaper or periodical; a short story, short essay, or short poem; or a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper. A teacher may make multiple copies, not exceeding more than one per pupil for classroom use if the copying meets the tests of “brevity, spontaneity, and cumulative effect” set by the following guidelines.

#### 1. **Brevity:**

- A. A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words.
- B. Complete articles, stories, or essays of less than 2,500 words or excerpts from prose works less than 1,000 words or 10 percent of the work, whichever is less, may be copied; in any event, the minimum is 500 words. Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph.
- C. One chart, graph, diagram, drawing, cartoon, or picture per book or periodical issue may be copied. “Special” works cannot be reproduced in full; this includes children’s books combining poetry, prose, or poetic prose.

#### 2. **Spontaneity:** Should be at the “instance and inspiration” of the individual teacher.

#### 3. **Cumulative Effect:** Teachers are limited to using copied material for only one course in the school in which copies are made. No more than one short poem, article, story, or two excerpts from the same author may be copied, and no more than three works can be copied from a collective work or periodical issue during one class term. Teachers are limited to nine instances of multiple copying for one course during one class term. Limitations do not apply to current news periodicals, newspapers, and current news sections of other periodicals.

#### 4. **Record Keeping:** Each school employee shall maintain personal records regarding each school year’s annual cumulative effect use. Further, an individual employee shall maintain records of permission they have received to duplicate copyrighted materials. These materials shall be retained for five years. Copies of site licenses, network licenses, and other permission to copy computer software will be maintained by the District’s Technology Personnel.

Each copy must include a clear and obvious notice of copyright. The provisions of this policy are applicable to any form of copyrighted materials, including electronically provided copies of materials.

Performances by teachers or students of copyrighted dramatic works without authorization from the copyright owner are permitted as part of a teaching activity in a classroom or instructional setting. All other performances require permission from the copyright owner.

The copyright law prohibits using copies to replace or substitute for anthologies, consumable works, compilations, or collective works. "Consumable" works include workbooks, exercises, standardized tests, test booklets, and answer sheets. Teachers cannot substitute copies for the purchase of books, publishers' reprints, or periodicals, nor can they repeatedly copy the same item from term-to-term. Copying cannot be directed by a "higher authority." Teachers may show copyrighted materials to the class for instructional purposes using such devices as a projector, interactive white board, or similar display.

### Digital Technology/Distance Learning

The District may send copyrighted materials as part of any distance learning classes, provided use complies with guidelines set forth in federal regulations and the following criteria are met:

1. The performance and/or display is a regular part of instruction; and
2. Technical measures are used to reasonably prevent recipients keeping material beyond the class session or distributing it. Such measures may include:
  - A. Ensuring the material is only sent to students enrolled in the course;
  - B. Requiring an assigned password or login to access the materials and ensuring such passwords or logins are disabled as soon as the material is no longer needed by the students enrolled in the course;
  - C. Disabling the print function for any copyrighted materials;
  - D. Including a watermark on copyrighted materials.
  - E. Streaming copyrighted materials to students rather than providing it as a file saved to a website.

### Authorized Reproduction and Use of Copyrighted Materials in the Library

A library may make a single copy of an unpublished work which is in its collection and a published work in order to replace it because it is damaged, deteriorated, lost, or stolen, provided the unused replacement cannot be obtained at a fair price.

A library may provide a single copy of copyrighted material to a student or staff member at no more than the actual cost of photocopying. The copy must be limited to one article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstance, the entire work may be copied. In any case, the copy shall contain the notice of copyright, and the student or staff member shall be notified that the copy is to be used only for private study, scholarship, or research. Any other use may subject the person to liability for copyright infringement.

At the request of a teacher, copies may be made for reserve use. The same limits apply as for single or multiple copies designated in "Authorized Reproduction and Use of Copyrighted Material in Print".

### Authorized Reproduction and Use of Copyrighted Music

A teacher may make a single copy of a song, movement, or short section from a printed musical work that is unavailable except in a larger work, for purposes of preparing for instruction.

A teacher may make multiple copies for classroom use of an excerpt of not more than ten percent of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song. Printed musical works which have been purchased may be simplified provided that the fundamental character of the work is not distorted and that lyrics are not added or altered.

A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes.

In an emergency, a teacher may make and use replacement copies of printed music for an imminent musical performance when the purchased copies have been lost, destroyed, or are otherwise not available.

### Copyrighted Video

A school or District's media center is responsible for the maintenance of a school's obtained copyrighted video, audio, or multi-media materials. Such center may reproduce one copy of a copyrighted work and distribute such in accordance with applicable provisions of the law.

Distance learning is subject to copyright guidelines if copyrighted material is copied or recorded during a transmitted lesson.

Copies made by a private individual of a rented or broadcast video are considered to be illegally made and may not be used for instructional purposes unless such use meets the fair-use test.

Rental video recordings and other optical media labeled with a "home use only" warning may not be used in any District classroom or school activity, including any extracurricular activity, unless such use is specifically permitted in the corresponding rental agreement.

Closed-circuit distribution of a copyrighted work to classrooms in a school is legal, so long as the transmission is used for instructional activity and not entertainment.

Off-air recording of broadcast programs is permitted to educational institutions for programs broadcast to the general public. Recordings of pay cable TV services and satellite broadcasts available at an extra charge are not allowed without permission from the copyright owner.

### Authorized Reproduction and Use of Copyrighted Materials on Websites

No information or graphics may be posted on any school system official website in violation of any copyright laws. The Superintendent or web maintenance designee is responsible for maintaining copies of permission granted for the use of copyrighted material on any school system official website.

### Teacher Instruction to Students for Reproduction and Use of Copyrighted Material

Teachers will instruct students to respect copyright laws and to request permission when their use of

material has the potential of being considered an infringement.

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**Legal References**

Pub. L. 94-553

**Description**

Copyright Act of 1976

**Cross References****Code**

2510

**Description**

[Selection of Library Materials](#)

2510-P(1)

[Selection of Library Materials](#)

2570

[Use of Commercially Produced Video Recordings](#)

2570-F(1)

[Use of Commercially Produced Video Recordings -  
Parental Movie Opt-Out/Consent Form](#)

8605

[Retention of District Records](#)

8700

[Computer Software](#)

**Board Policy 2160: Computer Science****Status:****Original Adopted Date: | Last Reviewed Date:**

*NOTE: Effective fiscal year 2020*

The District shall ensure that all students in grades 9 through 12 have the opportunity to take at least one computer science course during normal instructional hours at the school at which they are enrolled.

Such courses shall be aligned with the Idaho content standards for computer science and may be delivered online, in person, or via a combination of both forms of instruction.

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**Legal References**

IC § 33-1634

IDAPA 08.02.03.105.01

**Description**

Courses of Instruction - Computer Science

Credit Requirements

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

### School Fiscal Year

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

### School Calendar

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

### Holidays and Commemorative Days

School holidays shall include New Year's Day, Memorial Day, Independence Day, Thanksgiving Day, and Christmas Day ~~[LIST OTHERS IF APPLICABLE].~~

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

### Instructional Hours

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

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

### Teacher Inservice Days

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

### Calendar Committee

The District shall form a committee to consider the calendar needs of all District stakeholders. The committee shall consist of:

1. A central office administrator appointed by the Superintendent, who will act as chairperson,
2. One elementary principal and one secondary principal to be appointed by the Superintendent, and
3. The District Activities Director.

The committee shall also include the following <sup>337</sup>representatives:

1. An elementary level teacher;
2. A middle level teacher;
3. A high School teacher;
4. Mt. Harrison High School,
5. One member of the Minidoka County Education Association (MCEA) to be appointed by the MCEA,
6. One classified representative selected by the Classified Voice Committee, and
7. At least two representatives from official parent teacher groups.

The committee will review and recommend a District calendar to the Board according to the following schedule:

1. A meeting of the Calendar Committee will be held in December to review and recommend a District Calendar for the next two years.
2. During January, a public hearing will be held concerning the calendar. At such time, the Calendar Committee will hear recommendations for changes to the calendar from the public.
3. During February, the Calendar Committee will present its recommendations to the Board.
4. In the years between adoption years the Calendar Committee may reconvene to review and recommend changes to the adopted calendar.

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**Legal References**

IC § 33-512

IC § 33-701

IDAPA 08.02.01.250.01

IDAPA 08.02.01.250.03

**Description**

District Trustees - Governance of Schools

Fiscal Year – Payment and Accounting of Funds

Required Instructional Time

Day in Session When Counting Pupils in Attendance

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

Status:

Original Adopted Date: | Last Reviewed Date:

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

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

### Work Schedules and Responsibilities for School Closures

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

**Central Administrative Personnel:** Central administrative personnel shall be expected to report for duty on their assigned shifts in the event of any school closure insofar as is safely possible. Additional hours may be required, especially of the maintenance supervisor, business manager, and personnel director, depending on the nature of the emergency.

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

**12 Month Classified Employees:** In the event of a school closure, 12-month classified personnel may report for duty or not report for duty, as directed by their immediate supervisor or the Superintendent. Building secretaries and secretaries to the key central administrative personnel who are required to be on duty are expected to report for duty. If a 12-month classified employee is unable to or does not report for duty, the employee shall complete a leave request form to declare the day as either personal leave, vacation, or leave without pay.

**Ten and 11 Month Classified Employees:** Ten and 11-month employees may report for duty or not report for duty as directed by their immediate supervisor or Superintendent. If such employees do

not report for duty, they shall complete a District leave request form to declare the day as either personal leave, vacation, or leave without pay.

**Aides, Food Service Workers, and Other Nine Month Classified Employees:** These employees work only those days when school is in session and are not expected to work when school is not in session. If school has been closed, nine month employees should not report for duty unless otherwise directed by their immediate supervisor or the Superintendent. Nine month employees shall complete a leave request form to declare the day as either personal leave, vacation, or leave without pay.

**Teachers, Including Teachers, Librarians, Psychologists, and Counselors:** If schools are closed for weather or other emergency conditions, teachers are not expected to report for duty unless directed otherwise. Teachers do not need to submit an absence form. In cases of school closures, it is customary for the days to be made up at another time; thus teachers will typically still fulfill their contract days.

It is the policy of the Minidoka County Board of Trustees to comply with the state rules for emergency closure days and to promote safety for students, patrons, and staff. The Superintendent/designee has the responsibility to authorize emergency closure days, and to submit a report of school closure days when approved by the Board of Trustees to the Department of Education.

## **Definitions**

**Emergency Closure Day:** A day in which schools are closed due to extreme circumstances such as severe weather or threats.

## **Notification**

1. The Minidoka School District “REMIND” system will be the primary means to communicate accurate and authentic school closure information. In the event of an emergency closure day, details will also be promptly posted on the District website at [www.minidokaschools.org](http://www.minidokaschools.org), and shared via social media.
2. Staff will be notified via the district/building emergency notification system and/or building calling tree.

## **General Guidelines**

1. Schools may be closed with no make-up requirements for students up to the maximum number of days allowed by the school calendar.
2. After the maximum number of built-in emergency closure days has been exceeded, the Board of Trustees will make a determination on make-up days to be scheduled and added to the calendar.
3. In extreme hazardous weather conditions or other extenuating circumstances, where school may be closed, the Superintendent at his/her discretion has the authority to allow classified employees to be paid all/part of those days without using leave.
4. Specific staff may be asked to come in early to reopen buildings after an emergency closure or stay late to close schools due to an early release emergency closure. Extra

hours worked will be assigned and approved by their supervisor and any hours beyond their regularly scheduled work schedule will be compensated accordingly.

5. If leave was submitted for a closure day and staff is not required to come in, your leave will be reinstated.
6. During any emergency closure of District facilities, District employees who are paid with federal funds shall be compensated or given unpaid time off in the same manner as similarly situated District employees paid with District funds.

### **Early Dismissal**

1. Early dismissal will result from conditions that arise after the start of school that compromise the safety and well-being of students and/or staff. Every reasonable effort will be made to inform parents of the need to dismiss school early
2. In the case of an early release, all staff should remain at school until ALL students are picked up unless otherwise directed by building administration. Classified staff will be paid their regular hours worked.
3. If food preparation has begun prior to notification of an emergency school closure day food service employees will finish said product before leaving work.
4. If bus drivers have started their route, they will return any students already picked up to their homes and report back to the transportation office once notified of the school closure.

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### **Legal References**

IC § 33-512

### **Description**

District Trustees - Governance of Schools

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

**Status:**

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

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

**SELECT ONE OF THE FOLLOWING:**

**ALTERNATIVE 1:** The Superintendent shall determine whether or not instruction should be provided remotely or via a blended in-person/remote model based, in part, on the anticipated length of the closure. In the event of a closure, the Superintendent shall work with the Board Chair to hold a special meeting to inform the Board of the closure and related issues. At this meeting, the Board shall either ratify the Superintendent's choice of remote learning model or direct the Superintendent to use another model.

**ALTERNATIVE 2:** In the event of a closure, the Superintendent shall work with the Board Chair to hold a special meeting to inform the Board of the closure and related issues. At this meeting, the Board shall determine whether or not instruction should be provided remotely or via a blended in-person/remote model.

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

1. Any guidance provided by the local health district;
2. Whether a person known to be infected with a contagious or infectious disease has been in the school building.

The Superintendent shall contact local media to report any decision to close a school and shall inform impacted employees and parents/guardians of impacted students by [MODE OF COMMUNICATION].

Work Schedules and Responsibilities for School Closures

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

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**Legal References**

IC § 33-512

**Description**

District Trustees - Governance of Schools



## Board Policy 2215: Air Quality Restrictions on Outdoor Activities, Practice, and Competition

Status:

Original Adopted Date: | Last Reviewed Date:

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

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

Typically, the following guidelines will be followed:

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

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

1. The District shall use the measurement taken at the nearest station on the <http://airquality.deq.idaho.gov/> to determine the District's air quality. If an event is being held in a location that is between multiple monitoring stations an average of those station's air quality will determine the air quality for the location.
2. The Superintendent or designee shall be responsible for deciding whether to hold or cancel outdoor recess and practices and contests for middle school/junior high and high school activities.
3. The decision to hold or cancel outdoor activities shall be made **three (3) hours** in advance of the activity.

4. Best efforts will be made to provide notice that an outdoor activity will be held or cancelled. Such notice shall be communicated to students, staff, coaches, parents, and the community via "Remind , District Website and Facebook."
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## **Board Policy 2215: Weather Restrictions on Outdoor Activities, Practice, and Competition**

**Status:**

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

The District and school administration will monitor the National Weather Service and will initiate notifications and communication throughout the district when poor air quality, lightning, or severe weather is present. These conditions can change rapidly, and employees should keep a close eye on changing weather conditions to be prepared to take action if necessary. This policy applies to all Minidoka County School District events on or off of campus.

### Lightning

Administrators will monitor lightning activity during outdoor events. When lightning-detection devices or mobile apps are available, this technology can be used to determine the proximity of lightning strikes. However, hearing thunder and seeing lightning should take precedence over lightning-detection devices or mobile apps and play shall be suspended. In the event that a lightning strike has occurred within a 10-mile radius within the previous 30 minutes during an outdoor event administration will direct all students, staff, and spectators to move indoors and remain indoors. Upon administrative approval, the outdoor event will convene once there has not been a lightning strike within a 10-mile radius within the previous 30 minutes.

### Other Hazardous Weather

In the event a hazardous weather condition, as determined by the National Weather Service, has been identified in the area of an outdoor activity, all students and staff will be moved indoors and remain indoors until the National Weather Service has determined the hazard has passed and the administration has determined it is safe to return outdoors. Administration will keep in mind that during one of these events there may be power outages, downed power lines, floods, etc. which would make it unsafe to return outdoors. Students and staff shall stay away from windows and exterior doors during a hazardous weather event and remain by an interior wall. Hazardous conditions; such as tornados, thunderstorms, or severe wind; can develop in seconds and may not allow for formal means of communication. In the event an employee feels that weather is immediately threatening, they will instruct students, employees, and others to take immediate cover near an interior wall indoors.

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## **Board Policy 2220: Prekindergarten Programs and Kindergarten Jump Status: Start Program**

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

### Kindergarten Jump Start Program

The District may offer a four-week kindergarten jump start program for students whose score on a kindergarten screener provided by the District indicates they are below kindergarten readiness levels.

If offered, the kindergarten jump start program must offer a training program for parents/guardians on actions and activities that they can do that are associated with student success. For a child to be eligible for the jump-start program, the child's parent/guardian must attend the training.

### Prekindergarten Programs

The District may establish a prekindergarten program based on the premise that the District's teachers, support staff, and physical facilities can offer a quality of experiences that cannot be provided by area nursery schools. If it is not possible for the District to provide such a program for all four year-old children in the District, those children in greatest need will be sought and identified.

The objectives of the program are to:

1. Identify children who are beginning to experience social, emotional, and/or physical problems, regardless of whether they are related to maturational development;
2. Provide an educational experience that will ease or eliminate these problems at an early age, reducing adjustment and/or learning problems in subsequent years;
3. Identify children who do not have facility in the English language and provide experiences that enhance and accelerate the development of such a facility;
4. Identify children who would not otherwise attend preschool prior to entering public school and provide them with equal learning opportunities;
5. Provide experiences for the parents of these children to volunteer as classroom aides to help them learn more about the school environment how to help their children prepare for and adjust to it; and
6. Provide learning experiences in early childhood education and child care for high school students through cooperative arrangements with the District high school(s).

If any such program is instituted by the District, such program may be separate and apart from any services provided to prekindergarten students under the Individuals with Disabilities Education Act or other special education laws.

## Board Policy 2230: Grade Organization

Status:

Original Adopted Date: | Last Reviewed Date:

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

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

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

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

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

### Tiered Instruction

Tiered instruction may be provided in small groups with students grouped by similar needs. These groups will be flexible to accommodate and reflect student performance. Group size may vary by level of need, with high-need groups being smaller in size.

The amount of scheduled instructional time shall be based on student needs and state law and administrative rules.

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### Legal References

IC § 33-302

### Description

Classification of School Districts

**Board Policy 2240: Class Size****Status:****Original Adopted Date: | Last Reviewed Date:**

The District shall make every effort to maintain class size that conform to the recommendations of recognized educational authorities and the Idaho State Department of Education. Class sizes should allow the teacher(s) to best serve the individual interests and welfare of the students.

The District will strive to achieve ratios consistent with the following State class size ratio goals:

<u>Grade Level</u>	<u>Number of Students</u>
Kindergarten	<del>20</del> 2015
Grades 1, 2, and 3	20
Grades 4, 5, and 6	26
Junior High	160 per teacher
High School	160 per teacher
Alternative School Grade 7 through 12	18 average daily class load

In kindergarten and at the elementary level, a class shall be considered overloaded when it exceeds the following numbers of students:

Kindergarten through Grade 2:	24
Grades 3 through 6:	30

Whenever class sizes are above these levels, the following steps shall be taken:

1. The building administrator shall address class size concerns through balancing class loads, taking into consideration special needs, behavioral concerns, gifted students, and, where possible, parental requests.
2. The building administrator will meet with grade level teams to review class size concerns and brainstorm other building level options.
3. After all above actions have been exhausted and the class sizes continue to increase above the indicated levels, the Superintendent shall be notified. The Superintendent shall meet with the building administrator and grade level teams as needed to seek District level assistance.

The Board of Trustees recognizes that achieving the goal of this policy is dependent upon the financial ability of the District. The Superintendent shall review overloaded class situations and may place an assistant in the classroom or offer other solutions to relieve overloaded class conditions.

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**Legal References**

IC § 33-1404

**Description**

Districts to Receive Pupils

IDAPA 08.02.02.110

Personnel Standards

**Cross References****Code**

3010

**Description**

[Open Enrollment](#)

3010-P(1)

[Open Enrollment - Procedures](#)

## Board Policy 2300: Guidance and Counseling

Status:

Original Adopted Date: | Last Reviewed Date:

The District recognizes that guidance and counseling are an important part of the total program of instruction and should be provided in accordance with State laws and regulations, District policies and procedures, and available staff and program support.

The general goal of this program is to help students achieve the greatest personal value from their educational opportunities. Such a program should:

1. Provide staff with meaningful information that can be utilized to improve the educational services offered to individual students;
2. Provide students with planned opportunities to develop future career and educational plans;
3. Refer students with special needs to appropriate specialists and agencies;
4. Aid students in identifying options and making choices about their educational program;
5. Assist teachers and administrators in meeting the academic, social, and emotional needs of students;
6. Provide for a follow-up with students who further their education and/or move into the world of work;
7. Solicit feedback from students, staff, and parents for purposes of program improvement; and
8. Assist students in developing a sense of belonging and self-respect.

All staff shall encourage students to explore and develop their individual interests in career and vocational technical programs and employment opportunities without regard to gender, race, marital status, national origin, or handicapping conditions; including reasonable efforts and encouraging students to consider and explore nontraditional occupations.

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### Legal References

IC § 33-1212

IDAPA 08.02.03.108

### Description

Elementary School Counselors

Guidance Programs

**Board Policy 2303: Required Elementary Instruction Offerings****Status:****Original Adopted Date: | Last Reviewed Date:**

In accordance with the mission and vision of the District and with Idaho Law, the District offers the following courses of instruction for all elementary students:

1. Fine Arts (art and music);
2. Health and wellness;
3. Physical Education;
4. Computational thinking and digital literacy; and

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**Legal References**

IDAPA 08.02.03.104.01

**Description**

Other Required Instruction

### Rationale

Students must go to school with minds and bodies ready to take advantage of the learning environment schools work so hard to develop. Good nutrition is a prime factor in the student's ability to learn. In addition to families, the school environment plays a vital role in shaping students' nutritional health throughout the growing years in the following ways:

1. Students eat one or two of their meals each school day in the school cafeteria;
2. Classroom teachers provide factual instruction on human health and biology;
3. Peer relationships and adult role models influence eating patterns and provide subtle but strong messages in body image development;
4. Physical education and school sports programs strengthen students' bodies and are often sources of nutrition information; and
5. School health services, guidance counselors, and classroom teachers provide essential support for students' physical and psychological growth.

Nutrition services complement and enhance school health services. Nutrition services include screening, assessment, counseling/education, referral, and follow-up services. Students who may benefit most from school-based nutrition services include:

1. Children with special healthcare needs;
2. Adolescents who are obese, underweight, follow a specialized diet, or have other issues, such as eating disorders;
3. Students living in impoverished conditions with limited access to nutritionally adequate food; and
4. Students who abuse substances such as food, drugs, alcohol, and tobacco.

Optimally, nutrition services are provided on the school premises by a qualified nutrition professional, such as a registered dietitian, recognized as a valued member of the health care team. The school nurse, dietitian, food service director, and teachers should work collaboratively with parents to successfully integrate nutrition into the District's comprehensive health program.

(If the District does not have a school nurse or dietitian, the District might consider negotiation with the local hospital or health district to secure the services of an outpatient nurse and/or dietitian. The dietitian could serve as an integral member of the school health advisory team and work collaboratively with the school nurse to screen and assess students' nutritional status and provide counseling, referral, and follow-up services.)

Nutrition services are linked to physical education, school meals, and health promotion programs in the school and community. At a minimum, the nutrition services program will:

1. Provide standard nutrition screening;
2. Establish a well-defined plan for follow up with students and referral to community-based services; and
3. Provide recommendations for physical activities.

## Nutrition-Related Health Problems

Headaches, stomach upsets, and general malaise, common complaints in the school nurse's office, may be a direct result of poor nutrition. Other nutritional concerns; including restrictive dieting, distorted body images, eating disorders, and obesity; may have an indirect effect on learning, and may be significant predictors of a student's success in school.

School counselors and school health services staff shall consistently promote healthy eating to students and other staff. These professionals shall be prepared to recognize conditions such as obesity, eating disorders, and other nutrition-related health problems among students and staff and be able to refer them to appropriate services.

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### **Legal References**

IC § 33-512

### **Description**

District Trustees - Governance of Schools

### **Cross References**

#### **Code**

2310

8200

8230

#### **Description**

[Nutrition Education](#)

[Local School Wellness](#)

[Nutrition Standards](#)

Quality nutrition education should be presented creatively, be grade appropriate, and build knowledge and skills throughout the child's school experience. It addresses factual information and explores the health, social, cultural, and personal issues influencing food choices. Nutrition and nutrition education are recognized as important contributors to overall health.

Comprehensive nutrition education programs extend beyond the classroom into the larger school environment. The school cafeteria serves as a laboratory where students apply critical thinking skills taught in the classroom. Physical education programs, after-school sports, and school health services are appropriate avenues for nutrition education efforts. Students need to explore how:

1. Knowledge has purpose and meaning in their lives; and
2. Curriculum points to the connections within and across disciplines.

Examples of how nutrition can be integrated into classes include discussing ethnic food practices in the context of history and geography; preparation of healthy food in home economics, adult living, or life skills courses; the study of essential nutrients in science and biology classes; applying mathematical and technological skills to conduct dietary analysis; and addressing the wide range of social, cultural, and psychological aspects of food in language and social studies classrooms.

The District has a comprehensive curriculum approach to nutrition in kindergarten through grade 12. All instructional staff are encouraged to integrate nutritional themes into daily lessons when appropriate. The health benefits of good nutrition should be emphasized. These nutritional themes include but are not limited to:

1. Knowledge of My Plate;
2. Healthy choices to decrease illness;
3. Sources and variety of foods;
4. Guide to a healthy diet;
5. Diet and disease;
6. Understanding calories and food as energy;
7. Healthy snacks;
8. Healthy breakfast;
9. Healthy diet;
10. Food labels;
11. Major nutrients;
12. Multicultural influences;
13. Serving sizes by age, sex, and activity level;
14. Proper sanitation;
15. Importance of fluid intake and selection; and
16. Identifying and limiting low nutrition food.

The District nutrition policy reinforces nutrition education to help students practice these themes in a supportive school environment.

## Guidelines for Americans.

Nutrition education will be offered in the school cafeteria as well as in the classroom, with coordination between school food service staff and teachers. Teachers can display posters, videos, websites, etc. on nutrition topics and send materials home to involve parents.

Participation in USDA nutrition programs is encouraged as the District conducts nutrition education activities and promotions that involve students, parents, and the community. The District Nutrition Committee described in Policy 8210 will be responsible for these activities.

### School Community

For a truly comprehensive approach to the school-based nutrition programs and services, it is crucial that all members of the school community help to create an environment that supports healthy eating practices. Administrators, teachers, school food service and other personnel; parents; and students need to be involved in this effort. Decisions made in all school programming need to reflect and encourage positive nutrition messages and healthy food choices. This includes coordination of nutrition education with the cafeteria and the promotion of healthy food choices in the cafeteria and all school events, such as fundraisers.

Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the District's nutrition standards for individual foods and beverages. Schools will also encourage the use of foods that comply with Smart Snacks in Schools standards for any classroom celebrations involving food. The District will provide parents a list of foods that meet the District's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities.

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#### **Legal References**

42 USC § 1758b

7 CFR § 210.11

7 CFR § 210.12

7 CFR § 210.31

IC § 33-512

#### **Description**

Local School Wellness Policy

Competitive Food Service and Standards

Student, Parent, and Community Involvement

Local School Wellness Policy

District Trustees - Governance of Schools

#### **Other References**

United States Department of  
Agriculture

#### **Description**

Regulations, Smart Snacks in School

#### **Cross References**

#### **Code**

2305

#### **Description**

[Nutrition Services](#)

2315

<sup>356</sup>  
[Physical Activity Opportunities and Physical Education](#)

4180	<a href="#"><u>Community Involvement in Student Nutrition and Exercise</u></a>
7310	<a href="#"><u>Advertising in Schools/Revenue Enhancement</u></a>
8200	<a href="#"><u>Local School Wellness</u></a>
8210	<a href="#"><u>District Nutrition Committee</u></a>
8230	<a href="#"><u>Nutrition Standards</u></a>
8235	<a href="#"><u>Water Consumption/Water Bottle Policy</u></a>
8240	<a href="#"><u>School Meals</u></a>
8250	<a href="#"><u>Guidelines for Food and Beverage Sales</u></a>

## **Board Policy 2315: Physical Activity Opportunities and Physical Education**

**Status:**

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

### Daily Physical Education (PE) K-12

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

### Integrating Physical Activity into the Classroom Setting

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

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

### Daily Recess

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

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

### Physical Activity and Punishment

Teachers and other school personnel and volunteers will not use physical activity, such as running laps or push-ups, as punishment.

**Legal References**

IC § 33-512

**Description**

District Trustees - Governance of Schools

**Cross References****Code**

2310

**Description**

[Nutrition Education](#)

2320

[Health Enhancement Education](#)

8200

[Local School Wellness](#)

## Board Policy 2320: ~~Health Enhancement Education~~ Health, Sex Education, and Human Sexuality

Status:

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

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

### Sex Education

**[PLEASE SELECT ONE: The Board directs that a philosophy of abstinence shall be a part of and the underlying principal in all sex education instruction. OR The Board directs that sex education instruction shall include instruction on abstinence.]** However, it is recognized that this alone may not prevent pregnancies and sexually transmitted infections (STIs). Therefore, the Board allows for instruction in sex education including STIs, birth control, adoption, and general human sexuality. In all cases the known facts will be taught, not the opinions or moral judgment of the instructor. This does not preclude giving impartial viewpoints on both sides of issues such as abortion or on the use of birth control methods. Sex education shall be limited to those topics which are contained within the Sex Respect curriculum or required by state law or administrative rules.

Any sex education instruction shall include instruction on:

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

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

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

No sex education materials or instruction may be provided by any individual or organization that is an abortion provider.

## Alcohol, Tobacco, and Drug Education

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

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<b>Legal References</b>	<b>Description</b>
IC § 18-8707	Abortion-Related Activities Prohibited in School-Based Health Clinics and Sex Education Curricula
IC § 33-1605	Health and Physical Fitness – Effects of Alcohol, Tobacco, Stimulants and Narcotics
IC § 33-1608, et seq.	Family Life and Sex Education – Legislative Policy
IC § 33-342	Adoption Education
IC § 39-8201 et. seq.	Idaho Safe Haven Act
IDAPA 08.02.03.160	Safe Environment and Discipline

### **Cross References**

<b>Code</b>	<b>Description</b>
2315	<u>Physical Activity Opportunities and Physical Education</u>
2340	<u>Controversial Issues and Academic Freedom</u>
2340-F(1)	<u>Controversial Issues and Academic Freedom - Parental Opt-Out Form for Sex Education</u>

Health, family life, and sex education; including information about parts of the body, reproduction, and related topics; shall be included in the instructional program as appropriate to the grade level and course of study. The instructional approach shall be developed after consultation with parents and other community representatives.

### Sex Education

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

1. Sexual conduct;
2. Sexual pleasure;

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

Instruction in any of these topics shall be age-appropriate, developmentally appropriate, and in accordance with state standards. Before providing instruction on any of these topics or other sex education, the District shall provide parents/guardians with at least two weeks of notice and the opportunity to review any materials that will be used in this instruction. This notice shall include a brief description of the content of this instruction. Parents/guardians shall be provided with a form to provide written permission for their student to receive the instruction. Students will only participate in instruction on this topic if their parent/guardian has provided this signed form within one week of the time this instruction begins. Alternative educational activities shall be provided for students who have not received this permission.

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

The Board directs that sex education instruction shall include instruction on abstinence. However, it is recognized that this alone may not prevent pregnancies and sexually transmitted infections (STIs). Therefore, the Board allows for instruction in sex education including STIs, birth control, adoption, and general human sexuality. In all cases the known facts will be taught, not the opinions or moral judgment of the instructor.

Any sex education instruction shall include instruction on:

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

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

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

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

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

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

No sex education materials or instruction may be provided by any individual or organization that is an abortion provider.

#### Alcohol, Tobacco, and Drug Education

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

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#### **Legal References**

#### **Description**

IC § 18-8707

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

IC § 33-1605

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

IC § 33-1608, et seq.

Family Life and Sex Education – Legislative Policy

<a href="#"><u>IC § 33-1611A</u></a>	<a href="#"><u>Requiring Permission for Instruction Addressing Human Sexuality</u></a>
<a href="#"><u>IC § 33-1637</u></a>	<a href="#"><u>Human Growth and Development Instruction in Public Schools</u></a>
<a href="#"><u>IC § 33-342</u></a>	<a href="#"><u>Adoption Education</u></a>
<a href="#"><u>IC § 33-6001</u></a>	<a href="#"><u>Parental Rights</u></a>
<a href="#"><u>IC § 39-8201 et. seq.</u></a>	<a href="#"><u>Idaho Safe Haven Act</u></a>
<a href="#"><u>IDAPA 08.02.03.160</u></a>	<a href="#"><u>Safe Environment and Discipline</u></a>

**Cross References**

**Code**

**Description**

<a href="#"><u>2315</u></a>	<a href="#"><u>Physical Activity Opportunities and Physical Education</u></a>
<a href="#"><u>2340</u></a>	<a href="#"><u>Controversial Issues</u></a>
<a href="#"><u>2340-F(1)</u></a>	<a href="#"><u>Controversial Issues - Parental Opt-Out Form for Sex Education</u></a>
<a href="#"><u>3281</u></a>	<a href="#"><u>Gender Identity and Sexual Orientation</u></a>

**Procedure 2320-P(1): Health, Sex Education, and Human Sexuality Status: ADOPTED  
- Parent Complaints**

Original Adopted Date: 06/17/2025 | Last Reviewed Date: 06/17/2025

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

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

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

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

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

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

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

The Superintendent shall also decide whether to <sup>365</sup>take disciplinary action against any employee who violated the parent notice requirements described in Policy 2320. Any such action would be

confidential, ~~as described~~ as described in IC 33-518, IC 74-104, and IC 74-106 Therefore, the complaining parent/guardian will not be notified of any disciplinary action taken.

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**Legal References**

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

**Cross References****Code**

	<b>Description</b>
2315	<a href="#"><u>Physical Activity Opportunities and Physical Education</u></a>
2340	<a href="#"><u>Controversial Issues</u></a>
2340-F(1)	<a href="#"><u>Controversial Issues - Parental Opt-Out Form for Sex Education</u></a>
3281	<a href="#"><u>Gender Identity and Sexual Orientation</u></a>

**Procedure 2320-P(1): Health, Sex Education, and Human Sexuality Status: ADOPTED  
- Parent Complaints**

Original Adopted Date: 06/17/2025 | Last Reviewed Date: 06/17/2025

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

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

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

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

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

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

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

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

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

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**Legal References**

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

**Cross References**

<b>Code</b>	<b>Description</b>
2315	<a href="#"><u>Physical Activity Opportunities and Physical Education</u></a>
2340	<a href="#"><u>Controversial Issues</u></a>
2340-F(1)	<a href="#"><u>Controversial Issues - Parental Opt-Out Form for Sex Education</u></a>
3281	<a href="#"><u>Gender Identity and Sexual Orientation</u></a>

## Board Policy 2325: Driver Training Education

Status:

Original Adopted Date: | Last Reviewed Date:

The District may offer a Driver Training Education Program when staffing and funding are available. Any such program will be conducted in compliance with all requirements in the Idaho Standards for Public School Driver Education and Training as approved by the State Board of Education. This course may be provided via the Idaho Digital Learning Alliance (IDLA) at Minico High School.

Anyone residing in the District between the ages of 14½ through 21 years of age, irrespective of whether they are enrolled in the District, is eligible to enroll in the District's driver training program. Such program, in the discretion of the Board, may be conducted after school hours, on Saturdays, or during regular school vacation periods. The District may offer a joint driver training program with other districts.

No charge or enrollment fee shall be required of a student not enrolled in the District, unless public school students are required to pay such enrollment fees or charges.

A fee for the IDLA class shall be assessed to cover those costs which are not reimbursed by State funds. This may include separate fees for classroom instruction and for the driving portion of the course. This fee may be waived or reduced for students whose families, by reason of their low income, would have difficulty paying the entire fee.

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

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### Legal References

IC § 33-1701, et seq.

IC § 49-110

IC § 49-307

IDAPA 08.02.02.230

### Description

Driver Training Courses

Motor Vehicles - Definitions

Fee for Class D Driver's Training Instruction Permit -  
Class D Supervised Instruction Permit

Driver Education

### Cross References

#### Code

3440

3565

#### Description

[Student Fees, Fines, and Charges/Return of Property](#)

[Termination of Driving Privileges](#)

**Board Policy 2330: Community and Adult Education**

**Status:**

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

The District makes its resources available to adults and other nonstudents within the limits of budget, staff, and facilities, provided there is no interference with or impairment of the regular school program. Community school, adult education, and other offerings may be developed in cooperation with community representatives, subject to approval and authorization by the Board.

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Technology will be integral to curriculum, instruction, and assessment. The District’s educational system must lay the foundation for students to participate comfortably in an increasingly technological society. Classroom activities will include instruction using multimedia, distance learning, and other technologies.

The Superintendent will ensure that District students are educated on appropriate online behavior, including cyberbullying awareness, digital citizenship, and online safety and etiquette. Instruction will be given to students as appropriate to the educational and developmental needs of students.

The Superintendent will ensure that teachers, administrators, and other staff members responsible for supervising students’ internet use receive professional development, training, and resources in the following areas:

1. Monitoring of student online activities;
2. Instruction of students in proper online etiquette;
3. Instruction of students in discerning among online information sources and appropriate materials;
4. Bullying and cyberbullying awareness and response, in accordance with the District’s bullying policy; and
5. Instruction of students on appropriate interaction on social networking websites and chat rooms.

The District may use the following methods of providing instruction on appropriate online behavior and cyberbullying awareness:

1. Incorporation of instruction into course objectives or daily lessons of planned instruction, as appropriate;
2. Class assemblies or special instruction given in the school library or media center;
3. Special technology courses that are required for students at various grade levels;
4. Online courses required for students to use a District network account; and

The Internet Safety Coordinator or their designee will also make resources available to parents/guardians on teaching students about acceptable internet use, appropriate online behavior, online etiquette, cyber-bullying awareness and response, and appropriate use of social networking websites and chat rooms.

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**Legal References**

20 USC § 6777

47 CFR § 54.520(c)(1)(i )

**Description**

Internet Safety

Implementing CIPA: Certifications Required Under 47 USC 254(h) and (l)

IC § 18-917A

Student Harassment – Intimidation – Bullying

Pub. L. 106-554

Children's Internet Protection Act (CIPA)

Pub. L. 110-385

Broadband Data Services Improvement Act

### Cross References

<b>Code</b>	<b>Description</b>
3270	<a href="#"><u>District-Provided Access to Electronic Information, Services, and Networks</u></a>
3270-P(1)	<a href="#"><u>District-Provided Access to Electronic Information, Services, and Networks - Acceptable Use of Electronic Networks</u></a>
3270-F(1)	<a href="#"><u>District-Provided Access to Electronic Information, Services, and Networks - INTERNET ACCESS CONDUCT AGREEMENT</u></a>
3295	<a href="#"><u>Hazing, Harassment, Intimidation, Bullying, and Cyber Bullying</u></a>
3295-P(1)	<a href="#"><u>Hazing, Harassment, Intimidation, Bullying, and Cyber Bullying</u></a>
3295-F(1)	<a href="#"><u>Hazing, Harassment, Intimidation, Bullying, and Cyber Bullying - COMPLAINT FORM</u></a>
5265	<a href="#"><u>Employee Responsibilities Regarding Student Harassment</u></a>

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

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

The District affirms that the District, including its employees and students, are to respect the dignity of others and acknowledges the rights of others to express differing opinions and foster and defend intellectual honesty, freedom of inquiry, and instruction as well as speech and association rights appropriate for the educational setting.

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

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

Teachers shall guide discussions and instruction in a thorough and objective way to help students understand with the need to recognize opposing viewpoints, the importance of fact, the value of good judgment, and the virtue of respect for conflicting opinions.

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

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

1. Relative maturity of students;
2. District philosophy of education;
3. Community standards, morals, and values;
4. The necessity of a balanced presentation; and
5. The necessity of seeking prior administrative counsel and guidance in such matters.

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

1. All classroom studies will be curriculum-related, objective, and impartial;

2. Teachers will create and maintain an atmosphere of open-mindedness and tolerance, and recognize no one idea or viewpoint should necessarily prevail;
3. Teachers will not attempt, directly or indirectly, to limit or control students' judgment concerning any issue, including but not limited to requiring students to personally affirm, adopt, or adhere that any race is inferior or superior or on inherent responsibilities regarding: sex, race, ethnicity, religion, color or national origin, but will make certain that full and fair consideration is given to the subject and that facts are carefully examined as to their accuracy and interpretation. This shall include not arguing that individuals should be treated adversely on the basis of any of the attributes listed above;
4. No distinction or classification of students shall be made on account or race or color, other than as required for collection or reporting of demographic data required by public schools.

To this end:

1. The teacher shall be free to choose supplemental materials to support and enhance the regular classroom curriculum except in sex education instruction as outlined in item four of this section. To encourage the free flow of information and enhance student creativity, unplanned issues may be brought up in the classroom and briefly discussed.
2. The school shall provide for parents or guardians to have their child excused from a topic which may be contrary to their religious or moral values. This shall be done in writing by the parent or guardian and include an explanation of the conflict. The student may also request to be excused if the student personally finds the topic to be contrary to their religious or moral values. The student must explain in writing the nature of the conflict. The teacher will provide an alternative assignment if the request is approved by the teacher and principal.
3. The teacher shall notify parents or guardians when controversial issues may be discussed and that they may have their child excused if family religious or moral values so dictate. The teacher should have the principal view questionable materials, etc.
4. Members of the community may only be invited to speak in class with permission of the principal as outlined in Procedure 2345P Controversial Speakers Procedure.

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<b>Legal References</b>	<b>Description</b>
IC § 33-138	Dignity and Nondiscrimination in Public Education
IC § 33-139	Prohibition on the Expenditure of Moneys for Certain Purposes
IC § 33-1611	Excusing Children from Instruction in Sex Education
IC § 33-512	District Trustees - Governance of Schools

#### **Cross References**

<b>Code</b>	<b>Description</b>
2320	<a href="#">Health Enhancement Education</a>

2345	<u>Speakers in the Classroom and at School Functions</u>
2345-P(1)	<u>Speakers in the Classroom and at School Functions - Controversial Speakers Procedure</u>
2425	<u>Parental Rights</u>
2425-P(1)	<u>Parental Rights - Parent/Guardian Notification of Changes in Health and Well-being</u>
2425-F(1)	<u>Parental Rights - Efforts to Notify Parent/Guardian of Changes in Student Health or Well-being</u>
2580	<u>Use of Animals in Educational Programs</u>
2580-P(1)	<u>Use of Animals in Educational Programs - District Procedure on Dissection of Animals</u>
2580-F(1)	<u>Use of Animals in Educational Programs - Student Permission for Exposure to Animals(s)</u>

**Minidoka County Joint School District #331**

**INSTRUCTION**

**2320F**

**Parental Opt-Out Form for Sex Education**

I, \_\_\_\_\_, parent/guardian of \_\_\_\_\_, request that my child be removed from class and/or student activities when planned instruction is given in the subject of sex education.

I understand **[PLEASE SELECT ONE: The Board directs that a philosophy of abstinence shall be a part of and the underlying principal in all sex education instruction. OR The Board directs that sex education instruction shall include instruction on abstinence.]**

Because this alone may not prevent pregnancies and sexually transmitted infections, the Board allows for instruction in sex education including sexually transmitted infections, birth control, adoption and general human sexuality. In all cases the known facts will be taught, not the opinions or moral judgments of the instructor. This does not preclude giving impartial viewpoints on both sides of issues such as abortion or on the use of birth control methods.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent/Guardian

## **Board Policy 2343: Public and Political Activities Involving Students    Status:**

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

The Board of Trustees of Minidoka County Joint School District No. 331 recognizes the importance of student and staff member involvement in community affairs. This becomes a valuable contribution to the students' educational experience.

### Students

The District shall encourage student interest and involvement in community affairs and projects as individual citizens of the community.

Students shall be taught the political system of the United States and the purpose of political parties. This instruction shall take place in the classroom under the supervision of the certified and assigned teacher in the proper instructional area.

Students shall not be organized on a school basis for political purposes other than as related to student body elections.

School groups shall secure permission from the building principal before participating in non-school community or service club activities or programs.

## Board Policy 2345: Speakers in the Classroom and at School Functions Status:

Original Adopted Date: | Last Reviewed Date:

The Board encourages the use of outside speakers when the speaker's program is educationally sound, consistent with the curriculum, and follows District policies and procedures.

All speakers invited must have the school principal's approval. If the subject is controversial the principal may also decide to engage speakers for both sides of the issue(s). In no instance shall a speaker who is known to advocate unconstitutional or illegal acts or procedures be permitted to address the students. Parents or guardians will be given the option to remove their student from certain discussions, and an alternative assignment will be given if the speaker is to address a classroom.

### Controversial Speakers

The Board recognizes that visiting speakers may be of specific viewpoints and that their topics may be controversial. If they are prohibited from speaking because of their points of view, academic freedom is endangered. Students need to examine issues upon which there is disagreement and practice analyzing problems, gathering and organizing facts, discriminating between facts and opinions, discussing differing viewpoints, and drawing tentative conclusions. The Board also recognizes that many topics are not suitable for younger or less mature students. When correctly handled, the use of controversial speakers becomes an invaluable component in accomplishing the goals of citizenship education. However, this places a serious responsibility on the professional staff members to correctly structure the learning situation involving a speaker.

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### Legal References

IC § 33-512

### Description

District Trustees - Governance of Schools

### Cross References

#### Code

2340

#### Description

[Controversial Issues and Academic Freedom](#)

2340-F(1)

[Controversial Issues and Academic Freedom - Parental Opt-Out Form for Sex Education](#)

2580

[Use of Animals in Educational Programs](#)

2580-P(1)

[Use of Animals in Educational Programs - District Procedure on Dissection of Animals](#)

2580-F(1)

[Use of Animals in Educational Programs - Student Permission for Exposure to Animals\(s\)](#)

**Procedure 2345-P(1): Speakers in the Classroom and at School  
Functions - Controversial Speakers Procedure**

**Status:**

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

No overall standard can be established which will automatically separate and exclude as a resource the person whose views or manner of presenting them may actually obstruct the educational process or endanger the health and safety of students or staff. The Board, in an effort to uphold students' freedom to learn while also recognizing obligations which the exercise of this freedom entails, establishes the following rules:

1. Selection of speakers and topics must be appropriate to the age and grade level of the students;
2. Selection of speakers and topics should be congruent with the curriculum of the course or function;
3. The teacher/sponsor and school building administrator shall investigate fully those proposed resource persons for whom the community may question the wisdom of his or her presence;
4. The teacher/sponsor or designee must give one week prior notification to the principal or designee. The principal or designee may waive the one week notification requirement if extenuating circumstances are present;
5. Minimal disruption to the normal flow of school operation is a high priority;
6. An attempt to provide a balance of viewpoints is recommended when dealing with controversial issues or candidates for public office;
7. No person who encourages or advocates breaking the law shall be invited to speak;
8. Teachers should ensure that the presentation and follow up is consistent with District approved programs and policies;
9. The teacher must retain primary responsibility for the instruction and supervision of students when using an outside speaker. The teacher must be present at all times when speakers are in the classroom;
10. Prior to his or her appearance or participation, the proposed speaker shall be given in writing and shall agree to abide by the following regulations:
  - A. Profanity, vulgarity, and lewd comments are prohibited;
  - B. Tobacco, alcohol, or drug use is prohibited; and
  - C. The teacher/sponsor responsible for inviting the resource person and any member of the school administration has the right and duty to interrupt or suspend any proceedings if the conduct of the resource person is judged to be in poor taste or endangering the safety of students and staff.
11. In the event an outside community speaker<sup>379</sup> is denied access to the classroom, the teacher may request a meeting be held between the Superintendent or designee, the principal or

designee, and the teacher/sponsor. The meeting shall be held no later than five working days from the date of the request for the meeting. The administrators shall review with the teacher/sponsor pertinent information concerning the request and render a final decision on the issue.

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**Legal References**

IC § 33-512

**Description**

District Trustees - Governance of Schools

**Cross References****Code**

2340

**Description**

[Controversial Issues and Academic Freedom](#)

2340-F(1)

[Controversial Issues and Academic Freedom - Parental Opt-Out Form for Sex Education](#)

2580

[Use of Animals in Educational Programs](#)

2580-P(1)

[Use of Animals in Educational Programs - District Procedure on Dissection of Animals](#)

2580-F(1)

[Use of Animals in Educational Programs - Student Permission for Exposure to Animals\(s\)](#)

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

In keeping with the United States and Idaho Constitutions and judicial decisions, the District may not support religion or endorse religious activity. At the same time, the District may not prohibit private religious expression by students. The purpose of this policy is to provide direction to students and staff members about the application of these principles to student religious activity at school.

### Student Prayer and Discussion

Students may pray individually or in groups and discuss their religious views with other students, as long as they are not disruptive or coercive. The right to engage in voluntary prayer does not include the right to have a captive audience listen, to harass other students, or to force them to participate. Students may pray quietly in the classroom, except when they are expected to be involved in classroom instruction or activities.

### Staff Members

Staff members are representatives of the District and must “navigate the narrow channel between impairing intellectual inquiry and propagating a religious creed.” They may not encourage, discourage, persuade, dissuade, sponsor, participate in, or discriminate against a religious activity or an activity because of its religious content. They must remain officially neutral toward religious expression.

### Graduation Ceremonies

Graduation is an important event for students and their families. In order to assure the appropriateness and dignity of the occasion, the District sponsors and pays for graduation ceremonies and retains ultimate control over their structure and content.

District officials may not invite or permit members of the clergy to give prayers at graduation. Furthermore, District officials may not organize or agree to requests for prayer by other persons at graduation, including requests from students. The District may not prefer the beliefs of some students over the beliefs of others, coerce dissenters or nonbelievers, or communicate any endorsement of religion.

### Baccalaureate Ceremonies

Students and their families may organize baccalaureate services, at which attendance must be entirely voluntary. Organizers of baccalaureate services may rent and have access to school facilities on the same basis as other private groups but may not receive preferential treatment.

The District may not be identified as sponsoring or endorsing baccalaureate services. District funds, including paid staff time, may not be used directly or indirectly to support or subsidize any religious

services.

### Assemblies and Extracurricular and Athletic Events

District officials may not invite or permit members of the clergy, staff members, or outsiders to give prayers at school-sponsored assemblies and extracurricular or athletic events. District officials also may not organize or agree to student requests for prayer at assemblies and other school-sponsored events. Furthermore, prayer may not be broadcast over the school public address system, even if the prayer is nonsectarian, non-proselytizing, and initiated by students.

### Student Religious Expression and Assignments

Students may express their individual religious beliefs in reports, tests, homework, and projects. Staff members should judge their work by ordinary academic standards, including substance, relevance, appearance, composition, and grammar. Student religious expression should neither be favored nor penalized.

### Religion in the Curriculum

Staff members may teach students about religion in history, art, music, literature, and other subjects in which religious influence has been and continues to be felt. However, staff members may not teach religion or advocate religious doctrine or practice. The prohibition against teaching religion extends to curricular decisions that promote religion or religious beliefs.

School programs, performances, and celebrations must serve an educational purpose. The inclusion of religious music, symbols, art, or writings is permitted if the religious content has an historical and/or independent educational purpose that contributes to the objectives of the approved curriculum. School programs, performances, and celebrations cannot promote, encourage, discourage, persuade, dissuade, or discriminate against a religion or religious activity and cannot be religious or religious-holiday oriented.

### Student Religious Clubs

Students may organize clubs to discuss or promote religion, subject to the same constitutionally acceptable restrictions that the District imposes on other student-organized clubs.

### Distribution of Religious Literature

Students may distribute religious literature to their classmates, subject to the same constitutionally acceptable restrictions that the District imposes on the distribution of other non-school literature. Outsiders may not distribute religious or other literature to students on school property.

### Religious Holidays

Staff members may teach objectively about religious holidays and about the religious symbols, music, art, literature, and drama that accompany the holidays. They may celebrate the historical aspects of the holidays, but may not observe them as religious events.

**Board Policy 2355: Release Time****Status:****Original Adopted Date: | Last Reviewed Date:**

For students in grades kindergarten through 88, the District [~~CHOOSE ONE~~] will ~~OR will not~~not allow release time.

Upon application, students in grades 9 through 12 may be excused from school provided that no student will be excused in excess of five periods in a school week or 165 hours in any given school year.

The Board shall, in its sole discretion, determine release time(s).

No student will be permitted to attend release time programs except upon written request from a parent/guardian filed with the school principal.

Release time shall not interfere with the scheduling of classes, activities, and programs of public schools. No credit shall be given for completion of courses during release time for religious purposes. Credit may be granted for other purposes, at the discretion of the Board. Registration for release time programs shall not occur on school property.

The District is not responsible for the health, safety, and welfare of a student participating in a release time program nor will the District be liable for acts, injuries, or events occurring while:

1. A student is being transported to and from release time programs; or
2. While a student participates in release time programs.

**Legal References****Description**

IC § 33-1603

Sectarian Instruction Forbidden

IC § 33-519

Release for Religious Instruction

Id. Const. art. IX, § 6

Religious Test and Teaching in School Prohibited

IDAPA 08.02.02.220

Release Time Program for Elementary and Secondary Schools

The program of interscholastic activities shall include all activities relating to competitive sport; intellectual contests, games, or events; or exhibitions involving individual students or teams of students of this District when such events occur between schools outside this District. These activities may be established to give students a chance to perform against others either as individuals or on a team.

Although the District recognizes that there is some value in offering programs of interscholastic activities, interscholastic activities shall not be considered to be a property, liberty, or contract right of any student; any and all interscholastic activities offered by the District shall not be deemed a “right” but rather shall be considered to be a “privilege.”

All facilities and equipment utilized in the interscholastic activity program, whether or not the property of the District, shall be inspected on a regular basis. Participants will be issued equipment that has been properly maintained and fitted.

An activity coach must be properly trained and qualified for an assignment as described in the coach's job description. A syllabus; which outlines the skills, techniques, and safety measures associated with a coaching assignment; will be distributed to each coach.

The Board recognizes that certain risks are associated with participation in interscholastic activities. While the District will strive to prevent injuries and accidents to students, each parent or guardian will be required to sign an “assumption of risk” statement that indicates that the parents or guardians assume all risks for injuries resulting from such participation. Each participant shall be required to furnish evidence of physical fitness prior to becoming a member of an interscholastic team. A participant shall be free of injury and shall have fully recovered from illness before participating in any event.

Coaches and/or trainers may not issue medicine of any type to students. This provision does not preclude the coach and/or trainer from using approved first aid items.

Requirements for participation shall comply with the Idaho High School Activities Association and District policies and procedures, including the following:

1. No student may take part in interscholastic athletics unless the student has a current medical form approving participation and permission signed by the parents.
2. No student is to take part in interscholastic athletics unless the student has purchased athletic insurance through the District or can show proof that they are covered by a family policy.

The number of games and events allowed during an activity season shall not exceed the recommendations of the Idaho High School Activities Association.

**Legal References**

IC § 33-512

**Description**

District Trustees - Governance of Schools

**Cross References****Code**

3510

**Description**

[Student Medicines](#)

3510-F(1)

[Student Medicines - Authorization for Self-Administered Medication](#)

3510-F(2)

[Student Medicines - Indemnification/Hold Harmless Agreement](#)

## **Board Policy 2365: Participation of Private School Students in Federally Funded District Programs**

**Status:**

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

It is the policy of the District to ensure, consistent with the number of students who reside within District boundaries who are enrolled in private elementary schools and secondary schools, who would otherwise be eligible to receive federally funded educational services, to make such services available to students attending private schools.

To accomplish this objective, the Superintendent shall:

1. Initiate timely and meaningful consultation with appropriate private school officials to effectuate provision of services to eligible children, on an equitable basis and individually or in combination, as requested by the officials, by providing covered special educational services, instructional services (including evaluations to determine the progress being made in meeting such students' academic needs), counseling, mentoring, one-on-one tutoring, or other federally funded benefits (such as dual or concurrent enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment) that address their needs; and
2. Ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to District Policy 2420 on parent engagement.
3. Ensure that such educational services or other benefits, including materials and equipment, are secular, neutral, and non-ideological.
4. Ensure that the educational services and other benefits for such private school children are equitable to the services and other benefits for participating public school children, and are provided in a timely manner.
5. Assign an employee to help ensure such equity for such private school children, teachers, and other educational personnel.
6. Ensure the expenditures for educational services and other benefits to eligible private school children are equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools. The proportional share of funds is determined based on the total amount of federal funds received by the District for education services prior to any allowable expenditures or transfers by the local educational agency. Funds allocated to the District for educational services and other benefits to eligible private school children shall be obligated in the fiscal year for which the funds are received by the District.
7. Ensure notice is provided in a timely manner to the appropriate private school officials served by eligible students of the allocation of funds for educational services and other benefits that the District determines are available for eligible private school children. Such notice shall be provided at least every two years. These services may be provided to eligible private school students either directly or through contracts with public and/or private agencies, organizations, and institutions.
8. Ensure that timely and meaningful coordination with appropriate private school officials during the development of the District's programs for the purpose of reaching an agreement

on how to provide equitable and effective services to eligible private school children, the results of which agreement shall be provided to the employee designated by the Superintendent. The consultation should include identification of:

- A. How the children's needs will be identified;
  - B. What services will be offered;
  - C. How, where, and by whom the services will be provided;
  - D. How the services will be academically assessed and how the results of that assessment will be used to improve those services;
  - E. The size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds allocated for such services, and how that proportion of funds is determined;
  - F. The method or sources of data that will be used to determine the number of children from low-income families in the District's participating school attendance areas who attend private schools;
  - G. How and when the District will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
  - H. How, in the event the District disagrees with the preferences of the private school officials regarding the provision of services through a contract, the District will provide in writing to the private school officials an analysis of the reasons why it has chosen to not use a contractor;
  - I. Whether the District will provide services directly or through a separate government agency, consortium, entity, or third-party contractor;
  - J. Whether to provide equitable services to eligible private school children:
    - I. By creating a pool or pools of funds with all of the eligible federal funds based on all the children from low-income families in a participating school attendance area who attend private schools; or
    - II. In the District's participating school attendance area who attend private schools with the proportion of funds allocated under eligible federal funds based on the number of children from low-income families who attend private schools; and
  - K. When during the day the services will be available.
9. In the event there is any disagreement with the views of private school officials with respect to an issue described in paragraph (8), above, the Superintendent shall explain in writing to the private school officials the reasons why the District disagrees. The joint consultation meetings shall occur before the District makes any decision that affects the opportunities of eligible private school children to participate in funded programs. These meetings will continue throughout implementation and assessment of applicable services. The meetings will include discussion of how the District intends to deliver equitable services to eligible private school children. The District shall maintain in its records and provide to the State educational agency involved a written affirmation signed by all participating private school

officials that participated in meaningful consultation with the District as set forth above. The written affirmation shall provide the option for private school officials to indicate the officials' belief that timely and meaningful consultation had not occurred, or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the District shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the State Department of Education.

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**Legal References**

20 USC § 6320

**Description**

Participation of Children Enrolled in Private Schools

**Cross References****Code**

4160

**Description**

[Parents Right-to-Know Notices](#)

**Board Policy 2370: Homebound, Hospital, and Home Instruction****Status:****Original Adopted Date: | Last Reviewed Date:**

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

Such students shall be included in calculating the average daily attendance.

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**Legal References**

IC § 33-1001

IC § 33-1003A

**Description**

Foundation Program – State Aid – Apportionment – Definitions

Calculation of Average Daily Attendance

The District acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a service animal in its school buildings, in classrooms, and at school functions, as required by the Americans with Disabilities Act.

“Service animal” refers to any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of someone with a disability. The provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks for the purpose of this definition.

Use of service animals shall be subject to the following requirements:

1. The animal must be required for the individual with a disability.
2. The animal must be a dog or, in specific circumstances, a miniature horse. No other species of animal, whether wild or domestic, will be permitted in schools as a service animal.
3. Possible categories of possible uses:
  - A. A member of the public who visits the District property may be accompanied by a service animal. Appropriate staff may ask the following questions only about the service animal if the answers are not obvious:
    - I. Is this a service animal required because of a disability; and
    - II. What work or task has the animal been trained to perform.

Staff cannot ask about the person’s disability, require medical documentation, require a special identification card or training documentation for the animal, or ask that the dog demonstrate its ability to perform the work or task.
  - B. Any student who seeks to be accompanied by a service animal (including a service dog in training addressed below) while on school property shall have such request addressed via a Section 504 Plan, other applicable plan, including a potential Health Care Plan with the District. Such plan shall be prepared in accordance with standard District policy in conjunction with the student’s parent/legal guardian. It shall be the responsibility of the parent/legal guardian to contact the school to commence this process.
  - C. Any employee who seeks to be accompanied by a service animal while on school property shall contact the District’s Human Relations Department and shall work through the Americans with Disabilities Act process with the District.
4. Requests to permit a miniature horse to accompany a student or adult with a disability in school buildings, in classrooms, or at school functions will be handled on a case by-case basis, considering:
  - A. The type, size, and weight of the miniature horse, and whether the facility can accommodate these features;
  - B. Whether the handler has sufficient control of the miniature horse;

- C. Whether the miniature horse is housebroken; and
  - D. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.
2. Upon request, owners of service animals must provide proof of current vaccinations to the Superintendent with their request to be accompanied by a service animal.
  3. All service animals must be kept clean and groomed to avoid shedding and dander, and must be treated for, and kept free of fleas and ticks.
  4. Owners of service animals are liable for any harm or injury caused by the animal to other students, staff, visitors, and/or property.
  5. A service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control, through voice control, hand signals, or other effective means.
  6. The school system is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animal's need to relieve itself.
    - A. The District is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
    - B. Students with service animals are expected to care for and supervise their animal. In the case of a young child or a student with disabilities who is unable to care for or supervise his or her service animal, the parent is responsible for providing care and supervision of the animal.
    - C. Issues related to the care and supervision of service animals will be addressed on a case-by-case basis at the discretion of the building administrator.
    - D. Student requests for service animal-related accommodations will be reviewed based on the specific circumstances particular to the student in question and may be addressed in conjunction with a student's Section 504 Plan or Individual Education Plan.
2. A school administrator may ask an individual with a disability or, in the case of a minor, his or her parents to remove a service animal from a school building, a classroom, or from a school function if any of the following circumstances occurs:
    - A. The animal is out of control and the animal's handler does not take effective action to control it.
    - B. The animal is not housebroken.
    - C. The animal's presence would "fundamentally alter" the nature of the service, program, or activity.
    - D. The animal's presence is a direct threat to students, staff, or other individuals.

### Service Dogs in Training

Non disabled handlers accompanied by service dogs in training shall carry and, upon request, display an Identification card, issued by a recognized school for service dogs or organization that services individuals with disabilities. Disabled handlers shall have the right to be accompanied by a service dog in training for the purposes of training on District property without producing an identification card.

However, regardless of whether the handler has a disability, the service dog in training must be identified by wearing a jacket, collar, scarf, or similar article identifying the dog as "in training."

Should other types of animals be recognized by federal and/or state law subsequent to the enacting of this Policy, this policy will be read as consistent as possible with regard to such animal until such time as this policy is amended.

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**Legal References**

28 CFR Part 35

**Description**

Nondiscrimination on the Basis of Disability in State and Local Government Services Implementing the ADA)

IC § 18-5812B

Person May be Accompanied by a Service Dog-in-Training

IC § 56-701A

Definitions

IC § 56-704B

Rights of Individuals with Dogs-in-Training

**Cross References**

**Code**

2580

**Description**

[Use of Animals in Educational Programs](#)

2580-P(1)

[Use of Animals in Educational Programs - District Procedure on Dissection of Animals](#)

2580-F(1)

[Use of Animals in Educational Programs - Student Permission for Exposure to Animals\(s\)](#)

2585

[Use of Therapy Dogs in the District](#)

2585-F(1)

[Use of Therapy Dogs in the District - Therapy Dog Plan](#)

## Board Policy 2380: Head Start Program Coordination

Status:

Original Adopted Date: | Last Reviewed Date:

It is the policy of this District to coordinate its early childhood education programs with an accredited local Head Start agency and, to the extent feasible, with other entities providing early childhood development programs. To promote this policy, the Superintendent or designee shall develop and enter into agreements with such Head Start agencies and other local entities to carry out these important activities for the benefit of the District's youngest students.

Such coordination between the District and the local Head Start agency [**Note: assistance with initial contact and collaboration may be made through Idaho Head Start State Collaboration Office, Idaho Department of Health and Welfare, 450 W State Street, Boise, ID 83720 208-334-2410**] and, if feasible, other local entities carrying out early childhood education programs serving children who will attend District schools, should include the following:

1. Developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood education program;
2. Establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs;
3. Conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children;
4. Organizing and participating in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff; and
5. Linking the educational services provided by such local educational agency with the services provided by local Head Start agencies.

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### Legal References

20 USC § 6322

### Description

Coordination Requirements

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

In accordance with the Board’s philosophy to provide a quality educational program to all students, the District shall provide an appropriate planned instructional program for identified students whose dominant language is not English. These services will be provided by individual schools. The purposes of the program are:

1. To help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
2. To assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging state academic standards that all children are expected to meet;
3. To assist teachers (including preschool teachers), principals, and other school leaders, state educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
4. To assist teachers (including preschool teachers), principals and other school leaders, state educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
5. To promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

Accordingly, the Board shall adopt a program of educational services for each student whose dominant language is not English. The program shall include bilingual/bicultural or English as a Second Language instruction.

The Superintendent or designee shall implement and supervise an English Learners program which ensures appropriate English Learners instruction and complies with applicable laws and regulations.

The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the English Learners program, including:

1. Program goals;
2. Student enrollment procedures;
3. Assessment procedures for program entrance, measurement of progress, and program exit;
4. Classroom accommodations;
5. Grading policies; and
6. A list of resources, including support agencies and interpreters.

The District shall establish procedures for identifying students whose dominant language is not English. For students whose dominant language is not English, assessment of the student’s English proficiency level must be completed to determine the need for English as a Second Language instruction.

Students whose dominant language is not English should be enrolled in the District upon proof of residency and other legal requirements. Students shall have access to, and be encouraged to participate in, all academic and extracurricular activities of the District.

Students participating in English Learners programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.

The English Learners program shall be designed to provide instruction which meets each student's individual needs based on the assessment of English proficiency in listening, speaking, reading, and writing. Adequate content-area support shall be provided while the student is learning English to assure achievement of academic standards.

All English Learners shall be assessed annually using the state-approved assessment of English language proficiency.

The English Learners program shall be evaluated for effectiveness as required, based on the attainment of English proficiency, and shall be revised when necessary.

### **Statewide Assessments**

English Learners shall participate in the District's statewide assessments, unless 20 USC 6311(b)(3) and the regulations of the State Department of Education allow for their exclusion from an assessment.

To be eligible for exemption from the Idaho Reading Indicator, a student must have been enrolled in the District for less than two full school years, and must score less than a two on the English Language proficiency assessment. If a student qualifies, the Superintendent or designee shall determine whether a student should be exempted before the administration of the Fall assessment and for the remainder of that school year. The Superintendent or designee may require a student who qualified for the exemption to take the Idaho Reading Indicator if they determine that it is educationally appropriate or if it serves as a prerequisite for that student to qualify for additional education services.

At the beginning of each school year the District shall notify parents of students qualifying for English Learners programs about the instructional program and parental options, as required by law. Parents/guardians will be regularly apprised of their student's progress. Whenever possible, communications with parents or guardians shall be in the language understood by the parents.

The District shall maintain an effective means of outreach to encourage parental involvement in the education of their children.

### **Reporting**

At the conclusion of every second fiscal year during which grant funds are received, the Superintendent or designee shall provide the Idaho Department of Education with a report, in a form prescribed by the Department describing the District's English Learner program and activities and

providing the District's applicable demographic data.

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**Legal References**

20 USC § 6311

20 USC § 6811, et seq.

20 USC §§ 1701-58

42 USC § 2000(d), et seq.

ESEA

IC 33-1618

**Description**

Basic Program Requirements - State Plans

English Language Acquisition, Language Enhancement,  
and Academic Achievement Act

Equal Educational Opportunities Act of 1974

Title VI of the Civil Rights Act of 1964

Section 1111(b)(2)

Assessment Exemption

**Cross References****Code**

4160

**Description**

[Parents Right-to-Know Notices](#)

*Note: The following policy only applies to Districts receiving federal funds for the education of migratory children.*

### Purpose

In accordance with the Board's philosophy to provide a quality educational program to all students, the District shall provide an appropriate planned instructional program for all students who qualify as Migratory Children under applicable provisions of state and federal law and/or this Policy. The purposes of the program are:

1. To implement a high-quality and comprehensive educational program and to provide educational services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children.
2. To ensure that migratory children who move around the United States are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and challenging state academic standards.
3. To ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet.
4. To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to succeed in school.

### Eligibility

Children are eligible to receive District services if they fall within the definitions below:

1. Migratory child: The term "migratory child" means a child or youth who made a qualifying move in the preceding 36 months:
  - A. As a migratory agricultural worker or a migratory fisher; or
  - B. With, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.
2. Migratory fisher: The term "migratory fisher" means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in fishing. If the individual did not engage in such new employment soon after the move, then the individual may be considered a migratory fisher if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal fishing employment.
3. Qualifying move: The term "qualifying move" means a move due to economic necessity:
  - A. From one residence to another residence; and

- B. From one school district to another school district, except:
  - i. In the case of a state that is comprised of a single school district, wherein a qualifying move is from one administrative area to another within such district; or
  - ii. In the case of a school district of more than 15,000 square miles, wherein a qualifying move is a distance of 20 miles or more to a temporary residence.
- C. The term “in order to obtain”, when used to describe why a worker moved, means that one of the purposes of the move is to seek or obtain qualifying temporary employment or seasonal employment in agricultural work or fishing work.
- D. If a worker states that a purpose of the move was to seek any type of employment, i.e., the worker moved with no specific intent to find work in a particular job, the worker is deemed to have moved with a purpose of obtaining qualifying work if the worker obtains qualifying work soon after the move.
- E. Notwithstanding item D above, a worker who did not obtain qualifying work soon after a move may be considered to have moved in order to obtain qualifying work only if the worker states that at least one purpose of the move was specifically to seek the qualifying work, and:
  - i. The worker is found to have a prior history of moves to obtain qualifying work; or
  - ii. There is other credible evidence that the worker actively sought qualifying work soon after the move but, for reasons beyond the worker's control, the work was not available.

### Plan Requirements

The District's Plan shall, at a minimum, include provisions to accomplish the following goals and directives:

1. *Performance targets:* The plan must specify:
    - A. Performance targets that the State has adopted for all children in reading and mathematics achievement, high school graduation, and the number of school dropouts, as well as the State's performance targets, if any, for school readiness; and
    - B. Any other performance targets that the State or District has identified for migratory children.
  2. *Needs assessment:* The plan must include an identification and assessment of:
    - A. The unique educational needs of migratory children that result from the children's migratory lifestyle; and
    - B. Other needs of migratory students that must be met in order for migratory children to participate effectively in school.
2. *Measurable program outcomes:* The plan must include the measurable program outcomes (i.e., objectives) that a State's migrant education program will produce to meet the identified unique needs of migratory children and help migratory children achieve the State's

performance targets identified in paragraph (1)(A) of this section.

3. *Service delivery*: The plan must describe the strategies that the State Board will pursue on a statewide basis to achieve the measurable program outcomes in paragraph (3)(A) of this section by addressing:
  - A. The unique educational needs of migratory children; and
  - B. Other needs of migratory children.
2. *Evaluation*. The plan must describe how the District will evaluate the effectiveness of its program.

### Record Keeping

District records for migratory children should include the following:

1. Immunization records and other health information;
2. Elementary and secondary academic history (including partial credit), credit accrual, and results from State assessments;
3. Other academic information essential to ensuring that migratory children achieve to the challenging State academic standards; and
4. Eligibility for services under the Individuals with Disabilities Education Act.

The District is required to keep financial records to demonstrate:

1. The amount of funds under the grant or sub-grant;
2. How the District uses the funds;
3. The total cost of the program;
4. The share of the cost provided from other sources; and
5. Other records as needed to facilitate an effective audit.

The District must maintain migrant child records for three years after the date the District submits its last expenditure for the time period. If any litigation, claim, negotiation, audit, or other action involving the migrant child records is taken, the records must be retained until the completion of the action and resolution of all issues or until of the end of the regular three year period, whichever is later.

For an employee who has both migrant child and non- migrant child responsibilities, the District must maintain appropriate time distribution records. Actual costs charged to each program must be based on the employee's time distribution records. For instructional staff, including teachers and instructional aides, class schedules that specify the time that such staff members devote to migrant child activities may be used to demonstrate compliance with the requirement for time distribution records so long as there is corroborating evidence that the staff members actually carried out the schedules.

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### **Legal References**

20 USC § 6391, et seq.

### **Description**

Education of Migratory Children

34 CFR § 200.333

Retention and Access Requirements for Records  
(EDGAR)

34 CFR §§ 76.730-31

Records (EDGAR)

34 CFR Subpart C

Migrant Education Program

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

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

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

### Site Coordinator

The District will provide an individual, employed by the District, as a site coordinator. The site coordinator is to regularly motivate students and monitor their progress. The role of the site coordinator is to:

1. Advise students on appropriate courses for registration;
2. Ensure that students are completing work on a timely basis, including checking grades online every two weeks;
3. Proctor final exams; and
4. Facilitate communications with students' parents/guardians regarding course progress and the IDLA instructor.

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

### Student and Course Selection

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

At the discretion of the principal or designee, students may be selected to take IDLA courses if they:

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

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

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

### Ethical Conduct

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

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

### Tuition and Fees

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

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

The student shall also be responsible for any tuition or registration fees for a course taken through IDLA which was offered by the District directly but taken via IDLA at the student's preference.

### Grading

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

### Advanced Placement Designation on Transcript

If a student of the District takes an IDLA class, the District will specify on the student's transcript

that the advanced placement course was taken through IDLA. The purpose for this is to ensure that the student's transcript reflects an approved provider of the advanced placement course, such as IDLA.

For all other requirements regarding IDLA, please refer to the Idaho Digital Learning Academy.

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**Legal References**

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

IC § 33-5502

IC § 33-5505

**Description**

Paulson v. Minidoka School District No. 331

Creation – Legislative Findings – Goal

Definitions

**Cross References****Code**

3270

3270-P(1)

3270-F(1)

**Description**

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

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

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

**Board Policy 2400: Special Education****Status:****Original Adopted Date: | Last Reviewed Date:**

The Minidoka County Joint School District will use the guidelines developed by the Idaho Department of Education in its most current edition of the Idaho Special Education Manual regarding special education issues. The Idaho Special Education Manual is designed to assist Idaho school districts in understanding the provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and meeting its requirements.

The Manual can be found on the State Department of Education’s website.

**Other References****Description**

Idaho State Department of Education Idaho Special Education Manual, current edition

**Cross References****Code****Description**

3030

[Part-Time Attendance/Dual Enrollment](#)

3515

[Food Allergy Management](#)

3515-B(1)

[Food Allergy Management - Background](#)

3515-P(1)

[Food Allergy Management - Medical Plans of Care](#)

3515-F(1)

[Food Allergy Management - Emergency Care Plan](#)

**Procedure 2410-P(1): Section 504 of the Rehabilitation Act of 1973 - Status:  
"Section 504"**

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

1. Impartial Due Process Hearing: If the parent or legal guardian of a student who qualifies under Section 504 for special instruction or related services disagree with a decision of the District with respect to:
  - A. The identification of the child as qualifying for Section 504;
  - B. The District's evaluation of the child; and/or
  - C. The educational placement of the child,

the parents of the student are entitled to certain procedural safeguards. The student shall remain in his or her current placement until the matter has been resolved through the process set forth herein.

- A. The District shall provide written notice to the parent/legal guardian of a Section 504 student prior to initiating an evaluation of the child and/or determining the appropriate educational placement of the child, including special instruction and/or related services;
- B. Upon request, the parent/legal guardian of the student shall be allowed to examine all relevant records relating to the child's education and the District's identification, evaluation, and/or placement decision;
- C. The parent or legal guardian of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing shall identify with specificity the areas in which the parent or legal guardian are in disagreement with the District;
- D. Upon receipt of a written request for an impartial due process hearing, a copy of the written request shall be forwarded to all interested parties within three business days of receipt of the same;
- E. Within ten days of receipt of a written request for an impartial due process hearing, the District shall select and appoint an impartial hearing officer that has no professional or personal interest in the matter. In that regard, the District may select a hearing officer from the list of special education hearing examiners available at the State Department of Education or any other person that would conduct the hearing in an impartial and fair manner;
- F. Once the District has selected an impartial hearing officer, the District shall provide the parent/legal guardian and all other interested parties with notice of the person selected;
- G. Within five days of the District's selection of a hearing officer, a prehearing conference shall be scheduled to set a date and time for a hearing, identify the issues to be heard, and stipulate to undisputed facts to narrow the contested factual issues;
- H. The hearing officer shall in writing notify all parties of the date, time, and location of the due process hearing;

- I. At any time prior to the hearing, the parties may mutually agree to submit the matter to mediation. A mediator may be selected from the State Department of Education's list of trained mediators.
  - J. At the hearing, the District and the parent or legal guardian may be represented by counsel;
  - K. The hearing shall be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it shall be recorded using either appropriate equipment or a court-reporter. The District shall be allowed to present its case first. Thereafter the parent/legal guardian shall be allowed to present their case. Witnesses may be called to testify and documentary evidence may be admitted, however, witnesses will not be subject to cross-examination and the Idaho Rules of Evidence will not apply. The hearing officer shall make all decisions relating to the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received the hearing officer shall close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions, and decision;
  - L. Within 20 days of the hearing, the hearing examiner should issue a written report of his or her decision to the parties;
  - M. Appeals may be taken as provided by law. The parent/legal guardian may contact the Seattle Office, Office of Civil Rights, U.S. Department of Education, 915 Second Avenue Room 3310, Seattle, WA 98174-1099, (206) 607-1600.
2. Uniform Grievance Procedure: If a parent/legal guardian of the student alleges that the District and/or any employee of the District has engaged in discrimination or harassment of the student, the parent/legal guardian will be required to proceed through the District's Uniform Grievance Procedure.

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### Legal References

29 USC § 794

### Description

Section 504 of the Rehabilitation Act of 1973 -  
Nondiscrimination under Federal Grants and Programs

34 CFR § 104.36

Preschool, Elementary, and Secondary Education -  
Procedural Safeguards

### Cross References

#### Code

3030

#### Description

[Part-Time Attendance/Dual Enrollment](#)

3515

[Food Allergy Management](#)

3515-B(1)

[Food Allergy Management - Background](#)

3515-P(1)

[Food Allergy Management - Medical Plans of Care](#)

3515-F(1)

[Food Allergy Management - Emergency Care Plan](#)

4120

406

[Uniform Grievance Procedure](#)



It is the District's policy to provide all students with high quality, scientific, evidence-based general education core instruction and, as appropriate, additional services and interventions at increasing levels of intensity matched to student needs. The district utilizes the essential components of the Multi-Tiered System of Support (MTSS) Framework which combines systematic assessment, decision making and a multi-tiered approach to providing instruction and behavior interventions in order to improve holistic educational outcomes for all students.

#### Multi-Tiered System of Support (MTSS) Framework

The MTSS Framework is defined as a whole-school, data-driven, prevention-based framework for improving learning outcomes for every student through a layered continuum of evidence-based practices and systems. The Minidoka School District's MTSS encompasses academic support through Response to Intervention (RTI), Special Education, English Language Learner (ELL), and Gifted and Talented (GT), programs. Behavior and social needs are provided through Positive Behavioral Intervention Support (PBIS). These programs and others function under the MTSS umbrella framework to ensure all students get the support they need.

#### Response to Intervention (RTI)

To achieve improved student outcomes, the district will use an RTI process at all schools that will identify students' challenges early and provide appropriate instruction in the general education classroom. In implementing the process, the district will utilize:

1. Scientific, evidence -based interventions in the general education setting to the extent possible;
2. Measurement of the student's response to intervention; and
3. RTI data to inform instruction.

#### Positive Behavior Intervention System (PBIS)

While RTI and GT focus on educational achievement in order to support the whole child in their developmental needs, the PBIS program focuses on their behavioral development and needs.

PBIS is a prevention-oriented framework or approach for academic and social behavior outcomes for all students.

Individual schools will provide a continuum of social and behavioral supports with differing levels and intensity based on individual student need.

**Board Policy 2415: Supporting Students with Characteristics of Dyslexia**

**Status:**

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

The District shall take steps to ensure students with characteristics of dyslexia are identified and will work with the students’ parents to provide them with academic support.

The fall administration of the statewide reading assessment will be used as an initial screening to identify students who have characteristics of dyslexia, as defined in I.C. 33-1802, except for children who qualify for exemption under Policy 2385 and I.C. 33-1618. Students in grades kindergarten through 5 who are identified by the initial screening shall be given a second (Tier 2) diagnostic screening test for characteristics of dyslexia. This Tier 2 screening shall also be provided to students identified by their classroom teacher and to students whose parent/guardian requests this screening. The Tier 2 screening may be selected from among the Tier 2 screening measures recommended by the State Department of Education for this purpose.

When a student is identified as having characteristics of dyslexia by the initial screening or the Tier 2 screening, the student’s parents/guardians shall be notified and provided with the District's options for school interventions.

The District shall provide evidence-based interventions for any students identified with characteristics of dyslexia by either screening. These interventions shall align with the Idaho comprehensive literacy plan and the State Dyslexia Handbook.

The District shall submit to the State Board of Education any data they require on the effectiveness of such interventions.

Professional Development

All District instructional staff and instructional coaches involved in the instruction of students in grades kindergarten through 5 shall be required to complete a professional development on dyslexia approved by the State Department of Education for this purpose.

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**Legal References**

**Description**

IC § 33-1802

Definitions

IC § 33-1811

Dyslexia

IC 33-1618

Assessment Exemption

### District Policy Development

It shall be the policy of the Minidoka County Joint School District No. 331 Board of Trustees to build a partnership of shared responsibilities with students and their families to achieve the District goals of increased student learning and development consistent with state and federal law and administrative rules.

The District may receive Title I funds only if it conducts outreach consistent with federal law to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under Title I. Such programs, activities, and procedures shall be planned and implemented following meaningful consultation with the parents of participating children.

The District shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy will establish the District's expectations and objectives for meaningful parent and family involvement, and specifically describe how the District will:

1. **Demonstrate Joint Development of Engagement Plan:** The District shall involve parents and family members in jointly developing the District's Plan; and
2. **Coordinate Assistance and Support:** The District shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the District in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education; and
3. **Coordinate with Other Programs:** The District shall coordinate and integrate its parent and family engagement strategies to the extent feasible and appropriate, with the District's other relevant federal, state, and local programs; and
4. **Conduct Annual Program Evaluation:** The District shall conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of its parent and family engagement policy in improving the academic quality of all its schools receiving Title I funds, including identification of:
  - A. The barriers to greater participation by parents in improvement plan activities (with particular attention paid to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
  - B. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

- C. The strategies that will be implemented to support successful school and family interactions.
5. **Implement Evaluation Findings:** The District shall use the findings of the evaluation performed pursuant to Paragraph 4, above, to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the District's parent and family engagement policy described herein; and
6. **Establish a Parent Advisory Board:** The District shall involve parents in the activities of the schools receiving Title I funds, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the District to adequately represent the needs of the population served by the District for the purpose of developing, revising, and reviewing the District's Parent and Family Engagement Policy.

### School-Level Policy Development

Each Title I school shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of paragraphs 1 through 4 below. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. In the event a school has an existing parent and family engagement policy that applies to all parents and family members, that school may amend its policy, if necessary, to meet the requirements of this policy. Similarly, if the District has an existing district-level parent and family engagement policy that applies to all parents and family members in all schools served by the District, it may amend that policy, if necessary, to meet the requirements of this policy.

1. **Parental Involvement:** All District schools receiving Title I funds shall:
  - A. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's programs, to explain the requirements of this policy, and the right of the parents to be involved; and
  - B. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with reserved Title I funds, transportation, childcare, or home visits, as such services relate to parental involvement; and
  - C. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the District's and school's available programs, including the planning, review, and improvement of the school's parent and family engagement policy and the joint development of the schoolwide program plan, except that if a school has in place a process or procedure for involving parents in the joint planning and design of the school's programs, the school may use that process or procedure, if such existing process or procedure already includes an adequate representation of parents of Title I qualifying children; and
  - D. Provide parents of participating children:
    - I. Timely information about <sup>411</sup>qualifying programs;

- II. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
  - III. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- E. If the schoolwide program plan is not satisfactory to the parents of participating children, the school shall submit any and all parent comments on the plan to the District at the time the school first makes the plan available to the District.
2. **School-Parent Compact to Achieve High Student Academic Achievement:** As a component of the school-level parent and family engagement policy developed under this policy, each school shall jointly develop with the parents of Title I children a school-parent compact that describes how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parents will build and develop a partnership to help children achieve the challenging state academic standards. Such compact shall:
- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
  - B. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
    - I. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
    - II. Frequent reports to parents on their children's progress;
    - III. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
    - IV. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

### District and School Level Development

- 1. **Empowering Parents:** To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, both the District and each school within the District:
  - A. Shall provide assistance to parents of children served by the school or District, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of this policy, and how to monitor a child's progress and work with educators to improve the

achievement of their children; and

- B. Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; and
- C. Shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of parental participation, and in how to reach out to, communicate with, and work with parents as equal partners, to implement and coordinate parent programs, and to build ties between parents and the schools; and
- D. Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement in programs and activities with other available federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents to more fully participate in the education of their children; and
- E. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and
- F. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training; and
- G. May provide necessary literacy training for parents from Title I funds in the event the District has exhausted all other reasonably available sources of funding for such training; and
- H. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; and
- I. May train parents to enhance the involvement of other parents; and
- J. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation; and
- K. May adopt and implement model approaches to improving parental involvement; and
- L. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I; and
- M. May develop appropriate roles for community-based organizations and businesses in parent involvement activities;
- N. Shall provide such other reasonable support for parental involvement activities under this section as parents may request; and
- O. Shall inform parents and organizations of the existence of the program.

2. **Accessibility of Information for Parents:** In carrying out the parent and family engagement requirements of this policy, the District and participating schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

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### Legal References

	Description
20 USC § 6311	Basic Program Requirements - State Plans
20 USC § 6312	Basic Program Requirements - Local Education Agency Plans
20 USC § 6318	Basic Program Requirements - Parent and Family Engagement

### Cross References

Code	Description
2425	<a href="#"><u>Parental Rights</u></a>
2425-P(1)	<a href="#"><u>Parental Rights - Parent/Guardian Notification of Changes in Health and Well-being</u></a>
2425-F(1)	<a href="#"><u>Parental Rights - Efforts to Notify Parent/Guardian of Changes in Student Health or Well-being</u></a>
4160	<a href="#"><u>Parents Right-to-Know Notices</u></a>

## Procedure 2420-P(1): Parent and Family Engagement - Guidelines

Status:

Original Adopted Date: | Last Reviewed Date:

In order to achieve the level of parent and family engagement outlined in District Policy 2420 these procedures guide the development of each school's annual parental involvement plan designed to foster a cooperative effort among parents, school, and community.

Parent involvement activities developed at each school will include opportunities for:

1. Volunteering;
2. Parent education;
3. Home support for the child's education; and
4. Parent participation in school decision making.

The District will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices. The District encourages schools to include family literacy when a substantial number of students have parents who do not have a secondary school diploma or its recognized equivalent or have low levels of literacy.

### Roles and Responsibilities

#### **Students**

It is the responsibility of the student to:

1. Cooperate with school personnel and be responsible for their behavior;
2. Complete all homework assignments on time;
3. Participate to the best of their ability in all classes;
4. Read independently or with family on a regular basis; and
5. Let teachers, school counselors, and family know when they need help.

#### **Parents**

It is the responsibility of the parent to:

1. Actively communicate with school staff;
2. Be aware of policies, rules, and regulations of the school and District;
3. Take an active role in the child's education by reinforcing at home the skills and knowledge the student has learned in school;
4. Take an active role in assuring that the child is prepared to attend school each day; and
5. Utilize opportunities for participation in school activities.

#### **Staff**

It is the responsibility of staff to:

1. Work with parents to develop and implement a school plan for parent involvement;
2. Promote and encourage parent involvement activities;

3. Effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement; and
4. Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

## **Community**

Community members who volunteer in the schools have the responsibility to:

1. Be aware of the policies, rules, and regulations of the school and District; and
2. Utilize opportunities for participation in school activities.

## **Administration**

It is the responsibility of the administration to:

1. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the District to plan and implement effective parent and family involvement activities to foster improved student academic achievement and school performance;
2. Provide training and space for parent involvement activities;
3. Provide resources to support successful parent involvement practices;
4. Provide inservice education to staff regarding the value and use of contributions of parents and how to reach out to, communicate, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; and
5. Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand; and
6. Develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy; and
7. Coordinate and integrate its Title I parent and family engagement strategies with the parent and family engagement strategies of the District's other relevant programs; and
8. Create and support a Parent Advisory Board comprised of a sufficient number and representative group of parents or family members served by the District to adequately represent the needs of the population served by the District for the purpose of developing, revising, and reviewing the District's Parent and Family Engagement Policy; and
9. Ensure that each school in the District jointly develops with the parents of Title I children a school-parent compact that describes how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parents will build and develop a partnership to help children achieve the challenging State academic standards and includes the requirements of District Policy 2420.

**Legal References**

20 USC § 6311

20 USC § 6312

20 USC § 6318

**Description**

Basic Program Requirements - State Plans

Basic Program Requirements - Local Education Agency Plans

Basic Program Requirements - Parent and Family Engagement

**Cross References****Code**

2425

2425-P(1)

2425-F(1)

4160

**Description**[Parental Rights](#)[Parental Rights - Parent/Guardian Notification of Changes in Health and Well-being](#)[Parental Rights - Efforts to Notify Parent/Guardian of Changes in Student Health or Well-being](#)[Parents Right-to-Know Notices](#)

## Board Policy 2425: Parental Rights

Status:

Original Adopted Date: | Last Reviewed Date:

The Board of Trustees encourages parents/guardians to be involved in their student's school activities and academic progress. As required by IC 33-6001, the District reinforces the rights and responsibilities of parents as primary stakeholders to make decisions regarding the upbringing and control of their child.

The Board is mandated to adhere to laws, rules, and regulations including the Constitution of the State of Idaho; the rules of the Idaho State Board of Education (Idaho Administrative Procedures Act); the rules and regulations of the Idaho State Department of Education; the laws, rules, and regulations of the federal government and the U.S. Department of Education; as well as educational provisions outlined in the Idaho Code. These mandates include the requirement stated at Article IX, Section 1 of the Idaho Constitution that it is "... the duty of the Legislature of Idaho to maintain a general, uniform, and thorough system of public, free common schools."

Based upon the above provisions, as well as the State's mandated requirements for advancement and graduation, the District has established its practices, policies, and procedures as well as the approved curriculum and assessment program. Failure to follow the District's practices, policies, and procedures as well as the school's curriculum and assessment program amounts to a violation of State and/or federal laws, rules, and regulations by the District, including but not limited to the failure to provide a general, thorough, free, and uniform system of public education as well as putting the District's operations and funding in jeopardy.

Parents/guardians and students are expected to abide by the District's practices, policies, and procedures governing the operation of the schools which are required by various State and/or federal laws, rules, and regulations. However, a student's parent/guardian has the right to reasonable academic accommodation if the accommodation does not substantially impact District staff and resources, including employee working conditions, safety and supervision on school premises for school activities, and the efficient allocation of expenditures. The District will strive to balance the rights of parents/guardians, the educational needs of other students, the academic and behavioral impacts to a classroom, a teacher's workload, and the assurance of the safe and efficient operations of the school.

If a parent has an objection to the District's implementation of various mandates through the District's practices, policies, and procedures, or if a parent/guardian would like to request reasonable academic accommodation, the appropriate avenue for the parent/guardian is to first seek to address such concerns through communication with the school's administration. Should that avenue not resolve the situation, a parent/guardian is free to address such concerns with the Board of Trustees in conformance with Board policy regarding public participation at Board meetings.

A parent/guardian who has an objection to their child's participation in the District's adopted curriculum and/or the District's implementation of practices, policies, and procedures in accordance with educational mandates, on the basis that it ~~has~~ <sup>harm</sup> the child or impairs the parents' firmly held beliefs, values, or principles, may withdraw their child from the activity, class, or program. Except in

the case of sex education curriculum, a parent/guardian who chooses to not have their child participate in the provided educational activity shall be responsible for identification and provision of non-disruptive alternative educational activities for their child during any time of objection, at no cost to the District. The final decision as to the placement of such alternative educational activity shall be at the discretion of the District, with input of the parent, consistent with the requirements for advancement and graduation and consistent with the reasonable accommodation requirements outlined above.

In the case of dual credit courses offered by an institution of higher education, academic accommodations and excusing students from objectionable assignments is solely at the discretion of the course provider and not the District. The District has no control over the selection, adoption and removal of curricular materials and it is the responsibility of the parent to have knowledge of and/or review such prior to student enrollment.

### Access to Learning Materials

Parents/guardians are entitled to review all learning materials, instructional materials, and other teaching aids used in their student's classroom. Parents/guardians can request access to learning materials by contacting the school's administration during school hours.

### Student Wellbeing

If a member of the District's staff becomes aware of a change in the student's mental, emotional, or physical health or well-being the staff member shall report this change so the student's parent/guardian can be notified as described in Procedure 2425.

### Addressing Parent/Guardian Concerns

A parent/guardian who feels the District has violated their rights, as described in this policy and otherwise provided in IC 33-6001 may file a grievance as described in Policy 4120 Uniform Grievance Policy.

### Notice

The District shall annually provide parents/guardians with notice of their rights as specified in this policy.

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### **Legal References**

IC § 32-1010

IC § 32-1012

IC § 32-1013

IC § 33-6001

### **Description**

Intent of the Legislature – Parental Rights

Parental Right to Direct the Education of Children

Interference with Fundamental Parental Rights  
Restricted

<sup>419</sup>  
Parental Rights

IC § 33-6002

Annual Notice of Parental Rights

Id. Const. art. IX

Education and School Lands

IDAPA §§ 08.01-.04

State Board of Education and State Department of  
Education Administrative Rules

### Cross References

#### Code

#### Description

2340

[Controversial Issues and Academic Freedom](#)

2340-F(1)

[Controversial Issues and Academic Freedom - Parental  
Opt-Out Form for Sex Education](#)

2420

[Parent and Family Engagement](#)

2420-P(1)

[Parent and Family Engagement - Guidelines](#)

2530

[Learning Materials Review & Reconsideration](#)

2530-F(1)

[Learning Materials Review & Reconsideration - Request  
for Review & Reconsideration of Learning Materials](#)

3500

[Student Health/Physical Screenings/Examinations](#)

3500-F(1)

[Student Health/Physical Screenings/Examinations -  
Notice of Health Services](#)

4105

[Public Participation in Board Meeting](#)

4105-F(1)

[Public Participation in Board Meeting - REQUEST TO  
ADDRESS THE BOARD](#)

4120

[Uniform Grievance Procedure](#)

4120-F(1)

[Uniform Grievance Procedure](#)

4175

[Required Annual Notices](#)

**Minidoka County Joint School District #331**

**INSTRUCTION**

**2425F1**

Efforts to Notify Parent/Guardian of Changes in Student Health or Well-being

Staff Member Reporting Change in Student Health or Well-being

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Date you noticed this change in health or wellbeing: \_\_\_\_\_

Please explain this change and how you learned about it:

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Staff Member Notifying Parent/Guardian of Change in Student Health or Well-being

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Date Form Was Received: \_\_\_\_\_

Please document the efforts made to contact the parent/guardian below:

Date	Time	Person You Tried to Contact	Mode of Communication	Successfully Contacted?

Please describe what you told them.

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Please indicate whether you took the following steps:

- Yes / No Encouraged the student to discuss issues related to the student's well-being with their parent/guardian
- Yes / No Encouraged the parent/guardian to discuss issues related to the student's well-being with the student
- Yes / No Offered to facilitate a discussion of the student's wellbeing between the student and the parent/guardian

**Minidoka County Joint School District #331**

**INSTRUCTION**

**2425F2**

Student Accident Report Form

1. Name of Student: \_\_\_\_\_

2. Home Address: \_\_\_\_\_

3. School: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

4. Time of Accident: \_\_\_\_\_ a.m. / p.m. Date: \_\_\_\_\_

5. Place of Accident:

- \_\_\_\_\_ School Building
- \_\_\_\_\_ School Grounds
- \_\_\_\_\_ To or From School
- \_\_\_\_\_ Elsewhere

6. Was the teacher in charge when accident occurred present at scene of accident?

\_\_\_\_\_ Yes      \_\_\_\_\_ No

7. Description of accident (give sufficient information such as: What was student doing, if using equipment, etc...)

8. Immediate action taken:

- \_\_\_\_\_ First aid given by
- \_\_\_\_\_ Sent to school nurse by
- \_\_\_\_\_ Sent home by
- \_\_\_\_\_ Sent to physician by
- \_\_\_\_\_ Physician's name
- \_\_\_\_\_ Sent to hospital by

9. Was a parent or other individual notified? \_\_\_\_\_ No \_\_\_\_\_ Yes

How: \_\_\_\_\_

Name of individual notified \_\_\_\_\_ Time: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Procedure 2425-P(1): Parental Rights - Parent/Guardian Notification Status: of Changes in Health and Well-being

Original Adopted Date: | Last Reviewed Date:

District staff shall notify the building principal or their designee of any known change in a student's mental, emotional, or physical health or well-being using Form 2425F. For the purposes of this policy:

1. Mental health shall mean the state of health of somebody's mind;
2. Emotional health shall mean a person's ability to cope with and be aware of their own emotions, both positive and negative;
3. Physical health shall mean the condition of a person's body and the extent to which it is free from illness or is able to resist illness; and
4. Well-being shall mean a person's sense of feeling healthy and happy.

The building principal or designee shall notify the student's parent/guardian regarding this change and document their attempts to do so using Form 2425F.

District staff shall encourage students to discuss issues related to the student's well-being with the student's parent/guardian. At the request of the student or parent/guardian the building principal or designee shall attempt to facilitate discussion of the student's wellbeing between the student and the parent/guardian.

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### Legal References

	Description
IC § 32-1010	Intent of the Legislature – Parental Rights
IC § 32-1012	Parental Right to Direct the Education of Children
IC § 32-1013	Interference with Fundamental Parental Rights Restricted
IC § 33-6001	Parental Rights
IC § 33-6002	Annual Notice of Parental Rights
Id. Const. art. IX	Education and School Lands
IDAPA §§ 08.01-.04	State Board of Education and State Department of Education Administrative Rules

### Cross References

Code	Description
2340	<a href="#">Controversial Issues and Academic Freedom</a>
2340-F(1)	<a href="#">Controversial Issues and Academic Freedom - Parental Opt-Out Form for Sex Education</a>

2420	<a href="#"><u>Parent and Family Engagement</u></a>
2420-P(1)	<a href="#"><u>Parent and Family Engagement - Guidelines</u></a>
2530	<a href="#"><u>Learning Materials Review &amp; Reconsideration</u></a>
2530-F(1)	<a href="#"><u>Learning Materials Review &amp; Reconsideration - Request for Review &amp; Reconsideration of Learning Materials</u></a>
3500	<a href="#"><u>Student Health/Physical Screenings/Examinations</u></a>
3500-F(1)	<a href="#"><u>Student Health/Physical Screenings/Examinations - Notice of Health Services</u></a>
4105	<a href="#"><u>Public Participation in Board Meeting</u></a>
4105-F(1)	<a href="#"><u>Public Participation in Board Meeting - REQUEST TO ADDRESS THE BOARD</u></a>
4120	<a href="#"><u>Uniform Grievance Procedure</u></a>
4120-F(1)	<a href="#"><u>Uniform Grievance Procedure</u></a>
4175	<a href="#"><u>Required Annual Notices</u></a>

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

The term “gifted and talented” means students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and children of outstanding abilities who are capable of high performance and require services or activities not ordinarily provided by the District in order to fully develop such capabilities.

By law, the District is required to provide for special instructional needs of gifted and talented children enrolled in the District. The Board, in conjunction with the Superintendent and staff, shall develop the State required plan for the District’s gifted and talented program. The Plan shall include a philosophy statement, a definition of giftedness, program goals, program options, identification procedures, and a program evaluation. The District’s initial plan was submitted to the Department of Education on October 15, 2022. Pursuant to State Board mandate, the Plan will be updated every three years.

The Board designates the Superintendent to be responsible for development, supervision, and implementation of the District’s gifted and talented program. The focus of the gifted and talented program is to give qualifying students the time, support and resources to explore, invent, experiment, create, and perform. This program will allow identified students to make progress with their individual strengths and talents. Such program shall include, but not be limited to, the following:

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence, and responsibility;
3. Development of a positive attitude toward self and others; and
4. Development of originality and creativity.

Student needs will be met individually at each elementary school. Higher level course differentiation will serve students at secondary schools.

The Superintendent shall establish procedures consistent with State guidelines for screening, nominating, assessing, and selecting children of demonstrated achievement, or potential ability in terms of general intellectual ability and academic aptitude.

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### **Legal References**

IC § 33-2001

**Description**

Education of Exceptional Children - Definitions

IC § 33-2003

Education of Exceptional Children -Responsibility of School Districts for Education of Gifted/Talented Children

IC § 33-201

426

 Attendance at Schools - School Age



## Board Policy 2435: Advanced Opportunities

Status:

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

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

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

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

### Definitions

"Credit" means middle level or high school credit.

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

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

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

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

### Advanced Opportunities Program

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

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

1. Overload courses, in an amount which may not exceed \$225 per overload course. A student must take and successfully be completing a full credit load within a given school year to be eligible for funding of an overload course. An overload course must be taken for high school

credit to be eligible for funding.

2. Eligible dual credits, in an amount which may not exceed \$75 per one dual credit hour.
3. Eligible postsecondary credit-bearing examinations.
4. Career technical education (CTE) examinations that lead to an industry-recognized certificate, license, or degree.
5. Eligible CTE workforce training courses.. A list of such eligible training courses and costs will be maintained by the State Department of Education.

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

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

Parents of participating students may enroll their child in any eligible course, with or without the permission of the District, up to the course enrollment limits described in this policy. However, students are encouraged to meet with the school coordinator to ensure the courses selected meet the requirements for their chosen post-secondary degree and qualify for Advanced Opportunities funds. Each participating student's transcript shall include the credits earned and grades received by the student for any courses taken pursuant to this policy. For an eligible course to be transcribed as meeting the requirements of a core subject, as identified in administrative rule, the course must meet the approved content standards for the applicable subject and grade level and be taught by an appropriately certified teacher.

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

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

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

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

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

### Early Graduation Scholarship

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

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

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

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

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

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#### **Legal References**

IC § 33-4601

#### **Description**

Advanced Opportunities - Definitions

IC § 33-4602

Advanced Opportunities—Rulemaking

IC § 33-6404

Credit for Prior Knowledge

IDAPA 08.02.03.106

Advanced Opportunities

#### **Other References**

#### **Description**

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

## Cross References

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

## Minidoka County Joint School District #331

### INSTRUCTION

2435F

#### Advanced Opportunities Participation Form

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

Students are allocated a total of \$4,625 to use in grades 7-12. Funds can be used towards:

1. Overload courses; high school credits taken in **excess** of the full credit load offered by the public high school, up to \$225 per course. Definitions of full credit load may vary between schools.
2. Dual credits; a maximum of \$75 per credit;
3. Examinations; Advanced Placement, International Baccalaureate, and College Level Examination Program;
4. Career Technical Education (CTE) examinations that lead to an industry-recognized certificate, license, or degree;
5. Eligible CTE workforce training courses up to \$500 per course and \$1,000 per year; and
6. Federal, registered workforce training programs that lead to regional “in demand” jobs.

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

All courses paid for by Advanced Opportunities must be transcribed on the student’s public high school transcript.

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

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

If a student fails to earn credit for a course paid for by Advanced Opportunities, the student must subsequently pay for a “like” course on their own before they are eligible for further Advanced Opportunities funding. If a student performs inadequately on an examination paid for by Advanced Opportunities, the local school district will decide whether the student may continue utilizing Advanced Opportunities funding, or if they must pay for the cost of a “like” examination before using further funds. Advanced Opportunities funds may not be used for repeated or remedial course work.

With the approval of the District, students can track expenditures of their allocation by creating an account in the Advanced Opportunities portal.

This form will be retained by the District.

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

School Name: \_\_\_\_\_

School District: Minidoka County Joint School District #331

## **Board Policy 2437: Minidoka Schools Scholarship**

**Status:**

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

At its discretion, the Minidoka County School District Board of Trustees may budget \$4,500 each year from the general fund to distribute five scholarships in the amount of \$900 each. Students will apply for project-based scholarships in one of five different pathways. One scholarship will be awarded per each pathway. If one pathway is not represented, the top five projects will be awarded scholarships.

1. Arts/Communication
2. Business Management
3. Health and Human Resource
4. Industrial Engineering
5. Natural Resources

Scholarship award nominees must be seniors in good standing and attend three classes per trimester. Foreign exchange students are ineligible. After award announcements, students will need to provide proof of enrollment to the college or university of their choice. Students will be required to attend two full time college semesters and will be awarded \$450 each semester. Students that dropout after enrollment will be required to reimburse the Minidoka County School District for the appropriate amount.

Attached is the scholarship application, due February 10th of each year. Scholarships will be reviewed on or around March 15th each year by a committee from Minico High School selected by the principal and counselors. Scholarships will be announced and awarded at the Minico High School awards assembly in May.

All scholarships must be claimed on or before October 1st of the year following the scholarship award.

## Minidoka County Joint School District #331

### INSTRUCTION

2437F

#### Minidoka Schools Scholarship Form

Minidoka County School Board is pleased to offer five scholarships in the amount of \$900 each to graduating seniors at Minico High School. Students may apply for project-based scholarship in one of the five pathways:

1. Arts and Communication;
2. Business and Management;
3. Health and Human Resources;
4. Industrial and Engineering; and
5. Natural Resources.

#### Who Is Eligible

The competition is open to seniors in good standing at Minico High School. Students should select one pathway as a foundation for their presentation.

#### Criteria

The project content must relate to the selected career pathway and/or be developed or created using skills acquired in courses related to the selected career pathway.

The project must be created for this scholarship or created for a class at Minico High School and must be an original work created solely by the student applying for the scholarship. Any works reference or included in the project which are not the students original work, must be appropriately acknowledged.

There are three components to the scholarship project:

1. A project clearly related to a career pathway;
2. A one-page written document explaining the project; and
3. Interview with a committee of judges to discuss project, at which time a presentation might be made.

Possible senior scholarship projects include:

1. PowerPoint Presentation;
2. Organizing and carrying out a special program or event;
3. Original web page designs;
4. Artwork portfolio created by student;
5. A research paper or project;
6. A science experiment on related topic; pr

7. Research on political issue.

### Judging Criteria

Scholarship committee judges will rate scholars on the following project criteria:

Project Scale:

1. Project is related to a career pathway;
2. Project was created for this scholarship or for a course at Minico High School; and
3. Creates a quality project.

Interview/Presentation:

1. Expresses ideas clearly;
2. Communicates with diverse audience;
3. Communicates in a variety of ways; and
4. Organization.

Paper:

1. Project is explained with clarity;
2. Information is presented clearly with supporting detail;
3. Documentation of sources; and
4. Paper is well written with few errors.

### General Information and Instructions

Entries must be turned into your school counselor or advisor no later than February 10th each year.

Foreign exchange students are not eligible for the Minidoka Scholarship Program. The program is designed to recognize scholastic achievement of full time students at Minico High School. Minidoka Scholastic Award nominees must be seniors in good standing. Nominees must attend a minimum of three classes per trimester to meet qualifications.

Each student participating in the Scholarship Award must submit an application packet containing entry form; exhibit or presentation; and a typed, double spaced summary of the project.

Students may only submit one scholarship application.

Scholarship award checks will be made directly to the awardees and distributed from the District Service Center, located at 310 10th St., Rupert, Idaho. The student must provide proof of full time enrollment, such as an official registration form, from the college or university they will be attending and attend for two semesters. Students may pick up their award check no earlier than

July 15th, each year. Students that drop out after enrollment or attendance must contact the Minidoka County School District Treasurer to make arrangement to reimburse the District.

Name of Nominee: \_\_\_\_\_

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

Pathway: \_\_\_\_\_

Name of Project: \_\_\_\_\_

Please answer the questions below in the spaces provided.

List and describe special projects which you have participated in or initiated.

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List and describe extracurricular or community activities in which you have engaged and why they interest you.

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List your one of your most important elected or appointed high school assignments or responsibilities and what you learned from it.

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List experiences including honors and awards you have received in relation to the pathway you have chosen.

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Describe your life goal.

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Teacher Report

Name of Nominee: \_\_\_\_\_

Pathway: \_\_\_\_\_

Please answer the questions below in the spaces provided.

What has the nominee done to demonstrate ability to work at or near potential? Please be specific.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What has been the most important contribution to the pathway that this student has chosen that the student offers as a Minidoka Scholarship Award Nominee?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Position: \_\_\_\_\_

Principal's Report

Name of Nominee: \_\_\_\_\_

Pathway: \_\_\_\_\_

\_\_\_\_\_ I have included a list of grades for the Minidoka Scholarship Award Nominee for grades 9 through 12 and certify that this list is correct.

\_\_\_\_\_ I have checked the school related activities, offices, and awards submitted by the nominee and certify that they are correct.

\_\_\_\_\_ I have checked the Student Entry Forms of the nominee, as well as the Teacher's Report and certify that all information is correct, to the best of my knowledge.

\_\_\_\_\_ I have checked the Standardized Test data Sheet and certify that reported scores are correct.

Principal Signature: \_\_\_\_\_

Standardized Test Data Sheet

Name of Nominee: \_\_\_\_\_

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

Pathway: \_\_\_\_\_

American College Testing (ACT) scores:

- \_\_\_\_\_ English
- \_\_\_\_\_ Math
- \_\_\_\_\_ Reading
- \_\_\_\_\_ Sci./Reas.
- \_\_\_\_\_ Composite
- \_\_\_\_\_ Usage/Mech.
- \_\_\_\_\_ Rhetoric
- \_\_\_\_\_ Elem. Algebra
- \_\_\_\_\_ Geom./Trig.
- \_\_\_\_\_ Soc. Sci.
- \_\_\_\_\_ Arts/Lit.

Scholastic Assessment Test (SAT) scores: Please list percentile rank.

Verbal: \_\_\_\_\_

Mathematics: \_\_\_\_\_

Preliminary Scholastic Assessment Test (PSAT) scores: Please list percentile rank.

Verbal: \_\_\_\_\_

Mathematics: \_\_\_\_\_

Selection Index: \_\_\_\_\_

Stanford Achievement Test: Please list percentile rank.

Total Math: \_\_\_\_\_

Total Reading: \_\_\_\_\_

English: \_\_\_\_\_

Science: \_\_\_\_\_

Social Studies: \_\_\_\_\_

Total Basic Battery: \_\_\_\_\_

## Board Policy 2440: Online Courses and Alternative Credit Options

Status:

Original Adopted Date: | Last Reviewed Date:

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

### Virtual/Online Courses

The Superintendent is authorized to create a process for students enrolled in secondary schools to register for enrollment in online courses provided by accredited organizations. At a minimum, such process for registration for online courses shall be accommodated through the District's normal registration process. Any such registration requests shall be made no later than 30 days prior to the end of the term preceding the term in which online enrollment is sought.

Online courses may be counted as credit toward graduation.

### Correspondence Courses

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

High school students may earn, through correspondence, a maximum of [redacted] units of academic credit to be applied toward graduation requirements. Only [redacted] units may be earned during any one school year.

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

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

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

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

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### Legal References

IC § 33-5501, et seq.

### Description

Idaho Digital Learning Academy

### Cross References

### Code

### Description

2700	<a href="#"><u>High School Graduation Requirements</u></a>
2700-P(1)	<a href="#"><u>High School Graduation Requirements - Publication of Graduation Requirements</u></a>
3030	<a href="#"><u>Part-Time Attendance/Dual Enrollment</u></a>
3050	<a href="#"><u>Attendance Policy (Alternatives)</u></a>

**Board Policy 2450: Contracted Student Services****Status:****Original Adopted Date: | Last Reviewed Date:**

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

**Special Education**

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

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## Board Policy 2460: Extended Learning Opportunities

Status:

Original Adopted Date: | Last Reviewed Date:

The Board encourages students to pursue extended learning opportunities (ELOs) as a way to gain knowledge and skills outside the traditional classroom. The District shall allow students to receive credit for ELOs.

“Extended learning opportunity” or “ELO” shall mean an out-of-classroom learning experience that provides a student with:

1. Enrichment opportunities outside of a classroom setting;
2. Career readiness or employability skills, including internships, pre-apprenticeships, and apprenticeships; or
3. Any other type of out-of-classroom educational opportunity approved by the State Board of Education or the District.

ELOs may include, but are not limited to performing groups, internships, community service, apprenticeships, or other opportunities approved by the District, in conjunction with Board policies.

All ELOs shall comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

ELOs shall not include activities for religious purposes.

The District maintains a policy of not charging a fee for any course for which academic credit is awarded. In keeping with this policy and with the State Constitution’s requirement to maintain a system of free public schools, the ELOs may not include activities for which a fee is charged.

In determining whether to approve an ELO proposed by a student or by a prospective supervising organization, the District shall consider the overall benefits, costs, advantages, and disadvantages to both the student and the District.

### Approval of a Proposed ELO

An organization such as a nonprofit organization, an Idaho business, a trade association, or the United States armed forces may apply to offer District students a for-credit ELO. The application must demonstrate the opportunity to teach students specific Idaho Content Standards or the Idaho College and/or Career Readiness Competencies and Subskills.

Requests by organizations seeking to offer an ELO shall be evaluated by the Superintendent or their designee. The Board directs the Superintendent to create a process for evaluating these applications. At a minimum, all applications by supervising organizations or students must meet the following criteria:

1. Provide for administration and supervision of the program; and
2. Meet rigorous standards, including the minimum standards established by the District. The Board directs the Superintendent to draft such standards.

## Request by Student for Credit

In addition to opportunities proposed by a supervising organization as described above, a student may request credit for a proposed ELO on an individual basis. To do so, they must provide written permission from their parent/guardian, if the student is a minor, to participate in a particular extended education opportunity.

The application must demonstrate the opportunity will teach the student specific Idaho Content Standards or the Idaho College and/or Career Readiness Competencies and Subskills.

Such applications must be submitted to the building principal or their designee at least 30 days prior to the beginning of the proposed opportunity when prior approval is sought. The deadline may be waived at the building principal or designee's discretion. Alternatively, a student may apply to receive credit for an activity as an ELO after it has begun, provided application is made before the completion of the activity.

The application will be reviewed by the building principal or designee and any other staff the District deems appropriate. A decision will be made within ten days of receipt of the application. The student will be notified in writing of the status of the application. If additional information is requested, the information must be submitted within one week of receipt of the request.

A student whose application has been denied may request a meeting with the Superintendent or their designee. They will provide the student with a rationale as to why the proposal was denied. The student may resubmit an alternate proposal if there is enough time to do so within the deadline described above. If the building principal or designee rejects the resubmitted proposal, the student may appeal to the Superintendent. All decisions made by the Superintendent shall be final.

Once a student-initiated opportunity has been approved as an ELO, the District may consider it an approved ELO for other students.

## Nature of Credit Awarded

If a middle level or high school student requests credit for an ELO and the District approves this request, or if the student participates in an approved ELO, the student shall receive credit toward their graduation requirements.

If an elementary student requests credit for an ELO and the District approves this request, or if the student participates in an approved ELO, the student shall receive credit toward mastery of required skills or standards.

The District may award elective credit for an ELO that does not qualify for credit toward core instruction graduation requirements.

The Board directs the Superintendent or their designee to draft criteria for determining whether a proposed learning opportunity will qualify for credit toward one or more core subjects, elective credit, or required skills or standards. Granting of credit shall be based on a student's mastery of Idaho Content Standards or the Idaho College and Career Readiness Competencies and Subskills. Credit counted toward a core subject shall only be awarded for ELOs which align with the content

standards of a course for which core credit is awarded. The Superintendent may designate a teacher with expertise in teaching a subject area to determine whether an ELO meets these criteria and qualifies for credit.

The District reserves the right to determine the number of credits to be awarded. Any credits earned may be calculated towards the student's grade point average (GPA). In that instance, the course name and actual grade earned will be noted on the student's official transcript.

The Board may direct the Superintendent or their designee to track approved ELOs and may direct the Superintendent or designee to make information on approved ELOs available to guide students, parents/guardians, and community members who may be interested in pursuing or offering an ELO.

### Responsibility

Any ELO shall be the financial responsibility of the student's parent/guardian. The student or their parent/guardian will be responsible for providing transportation to and from the off-campus site. However, the District may choose to provide transportation, if feasible.

The organization supervising any ELOs shall be responsible for the student's personal safety and well-being.

A signed agreement among the school, the student, the student's parent/guardian, and a designated agent of the supervising organization may be required before any ELO will be approved by the District. The agreement should specify the roles and responsibilities of each party.

It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to earn credit for the course and may result in the ELO being counted as a failing grade.

In order to ensure the integrity of the learning experience approved under this program, the student will be required periodically or upon request to provide evidence of progress and attendance. The building principal or their designee shall be responsible for certifying completion of the ELO and the award of credits consistent with the District's policies, procedures, and rules.

In order to certify completion of co-curricular programs and activities based upon specific instructional objectives aligned to the standards, each school shall develop appropriate mechanisms to document student progress and program completion in each student's record.

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### **Legal References**

Constitution of the State of Idaho

IC § 33-6401 et seq.

### **Description**

Article § XI Religious Test and Teaching in School Prohibited

Extended Learning Opportunities

## Cross References

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

## Board Policy 2470: Self-Directed Learners

Status:

Original Adopted Date: | Last Reviewed Date:

The Minidoka County Joint School District offers students the opportunity to be designated as a self-directed learner for the purpose of being granted additional flexibility in meeting the District's graduation requirements. This allows students to tailor their education activities to meet individual learning goals developed in consultation with the student's supervising teacher and their parent/guardian.

Students designated as a self-directed learner shall have a right to flexible learning to support their postsecondary goals. Flexible learning may include

1. Flexible attendance requirements;
2. Attending school virtually;
3. Extended learning opportunities as described in Policy 2460; and
4. Any other agreed-upon learning inside or outside the classroom This may include, but is not limited to curriculum compacting, acceleration, or credit by examination.

This flexibility may be used to allow the student to make use of the District's educational resources in customized ways and/or to allow the student to pursue educational opportunities outside of those offered by the District.

The District maintains a policy of not charging a fee for any course for which academic credit is awarded. In keeping with this policy and with the State Constitution's requirement to maintain a system of free public schools, the learning activities incorporated into the student's program of flexible learning may not include activities for which a fee is charged.

Additionally, the learning activities incorporated into the student's program of flexible learning may not include activities for religious purposes.

A student's self-directed learner status may be terminated if the teacher supervising the student's self-directed learning determines that the student is failing to meet the requirements laid out in Procedure 2470P or is failing to complete assignments within the time provided.

The process for designating a student as a self-directed learner and maintaining this designation is provided in Procedure 2470P. This procedure shall be reviewed and approved by the Board prior to promulgation and prior to any revision of the procedure.

Each year, the District shall report to the State Department of Education the number of students in attendance who are designated as self-directed learners.

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### Legal References

Constitution of the State of Idaho

### Description

Article IX, Section 1 Legislature to Establish System of Free Schools

Constitution of the State of Idaho

Article § XI Religious Test and Teaching in School Prohibited

IC § 33-1001

Foundation Program – State Aid –Apportionment – Definitions

IC § 33-512D

Self-Directed Learner Designation

### Cross References

#### Code

2435

#### Description

[Advanced Opportunities](#)

2435-F(1)

[Advanced Opportunities - Participation Form](#)

2460

[Extended Learning Opportunities](#)

3440

[Student Fees, Fines, and Charges/Return of Property](#)

**Minidoka County Joint School District #331**

**INSTRUCTION**

**2470F**

Application for Self-Directed Learner Status

Student: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Application Initiated by: \_\_\_\_\_

- Relationship to Student: € Student  
€ Parent/Guardian  
€ Teacher

Eligibility Criteria

To be eligible for designation as a self-directed learner, a student must meet each of the following criteria.

1. Demonstrate mastery of content for all core subjects/classes at their grade level and demonstrate age-appropriate learning outcomes through grades, assessments, or mastery-based learning rubrics. The applicant has chosen to demonstrate they meet this requirement with:

- Their most recent report card or progress report, indicating grades of at least **[MINIMUM GRADE REQUIRED]** in each core subject area **[SELECT ONE: and / or ]** the a minimum GPA of \_\_\_\_\_.
- Their most recent **[ASSESSMENT]** indicating a score of at least **[MINIMUM SCORE REQUIRED]** in each subject area.
- [MASTERY-BASED LEARNING RUBRIC REQUIREMENTS.]**
- A portfolio meeting the following requirements: **[PORTFOLIO REQUIREMENTS.]**

The **[SELECT ONE: building principal OR Superintendent OR \_\_\_\_\_]** will consult the student's records and/or the portfolio, as appropriate, to confirm whether the student meet these criteria.

2. Demonstrate academic growth **[OPTIONAL: through at least one year's academic growth per school year as measured by the last \_\_\_\_\_ state assessments or the equivalent.]** The **[SELECT ONE: building principal OR Superintendent OR \_\_\_\_\_]** will consult the student's records to confirm whether they meet these criteria.

3. Demonstrate timeliness in returning assignments, self-motivation, and an ability to establish goals. This may be demonstrated by the signature of one of the student's teachers below. **[OPTIONAL: For middle and high school students, at least \_\_\_\_\_ of the student's teachers must provide a brief, signed statement attesting to the fact the student has demonstrated these qualities.]**
  
4. Students in Grade 4 and above must demonstrate mastery of addition and multiplication for numbers 0-10, as well as related subtraction and division problems. The applicant may demonstrate they meet this requirement with their **[INCLUDE EACH OPTION BELOW ACCEPTABLE TO THE DISTRICT]**;
  - Most recent report card or progress report, indicating grades of at least **[MINIMUM GRADE REQUIRED]** in Mathematics.
  - Most recent **[ASSESSMENT]** indicating a score of at least **[MINIMUM SCORE REQUIRED]** in Mathematics.
  - [OTHER.]**

The **[SELECT ONE: building principal OR Superintendent OR \_\_\_\_\_]** will consult the student's records to confirm whether they meet these criteria.

5. Students in Grade 8 and above must show that they have made an informed choice of postsecondary career and education goals by:
  - A. Creating a full and official student learning plan with the District and keeping it up-to-date. The **[SELECT ONE: building principal OR Superintendent OR \_\_\_\_\_]** will consult the student's records to confirm whether they meet this criteria.
  
  - B. Documenting the student's post-secondary goals as described in **[SUPERINTENDENT-DEVELOPED PROCESS]**.
  
  - C. Working toward their postsecondary goals and supplementing their student learning plan with such activities as participation in extended learning opportunities, advanced opportunities, challenging courses as described in Policy 2435, or successful completion of an online course. Please attach a description of these activities.
  
6. Students who are in Grade 8 or higher must provide, with this application, a description, written by the student, of their self-determined personal life goals, including an explanation of how attending specific classes will lead to the fulfillment these personal life goals in addition to their post-secondary goals.
  
7. **[OTHER CRITERIA DETERMINED BY THE DISTRICT AND PROCESS FOR THE STUDENT TO ESTABLISH THEY HAVE MET THEM]**

### Flexibility Requested

Please attach another sheet of paper or an electronic document describing:

1. The exemptions from standard instruction practices and requirements sought for the student;
2. Who will be responsible for supervising the student if they will be absent from the classroom during the usual school day;
3. How this flexibility will aid the student in meeting their goals and mastering grade-level content. If the student is in 8<sup>th</sup> grade or above, include an explanation of how flexible learning will further the student's progress toward their identified postsecondary education goals and personal goals.

### Requirements

To maintain their status as a self-directed learner, the student must:

1. Continue to master content knowledge and skills appropriate for their grade level and make academic growth. This will be measured by **[MEASURE(S) TO BE USED BY THE DISTRICT]**.
2. Comply with the District's rules regarding student conduct, except for any from which the student is specifically exempted.
3. Provide updates outlining the flexibility sought for upcoming instruction and how it will aid the student in meeting their goals. Such updates must be provided every **[SELECT ONE: quarter OR semester OR year]**.
4. **[OTHER DISTRICT REQUIREMENTS]**

Students in the 8<sup>th</sup> grade or higher must make progress toward postsecondary goals. Please describe how the student will demonstrate progress toward these goals on an attached sheet of paper or electronic document;

### Required Signatures

The following signatures must be provided with the application.

I wish to be designated as a self-directed learner in accordance with the plan and requirements laid out in this application, Policy 2470, and Procedure 2470P. I will strive to meet the District's requirements to maintain my status as a self-directed learner unless and until I officially request to end my designation as a self-directed learner.

\_\_\_\_\_  
Student Name (*please print*)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

I grant permission for my child to be designated as a self-directed learner in accordance with the plan and requirements laid out in this application, Policy 2470, and Procedure 2470P.

\_\_\_\_\_  
Parent/Guardian Name (*please print*)

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

I recommend that this student be designated as a self-directed learner. I attest that the student has demonstrated timeliness in returning assignments, self-motivation, and an ability to establish goals. As their teacher, I believe this designation would be appropriate and beneficial for the student.

\_\_\_\_\_  
Teacher Name (*please print*)

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

### Eligibility Requirements

To be designated a self-directed learner, a student must meet all of the following criteria:

1. Demonstrate mastery of content knowledge through grades, assessments, or mastery-based learning rubrics.
2. Demonstrate mastery of addition and multiplication for numbers 0-10, as well as related subtraction and division problems. Students in grades kindergarten through 4th grade shall be exempt from this requirement.
3. Demonstrate academic growth
4. Demonstrate timeliness in returning assignments, self-motivation, ability to establish goals.
5. Reach age-appropriate learning outcomes.

Additionally, students in 8th grade or higher must show that they have made an informed choice of postsecondary career and education goals by:

1. Creating a full student learning plan as defined in I.C. 33-1001(30), and keeping it up-to date; and
2. Working toward their postsecondary goals and supplementing their student learning plan, if applicable, with such activities as participation in extended learning opportunities, advanced opportunities, challenging courses as described in Policy 2435, or successful completion of an online course. The Board directs the Superintendent or designee to develop a process for a student to document their post-secondary goals for the purposes of this policy.

The Board directs the Superintendent or their designee to determine ways of establishing whether a student has met all of the criteria above. These measures may be based on the following and/or on other measures the Superintendent or their designee deems appropriate:

1. GPA and/or achievement of a minimum grade for all classes or for specified classes;
2. Scores on specified assessments;
3. A portfolio of student work;
4. Teacher reports of whether the student meets all of the criteria listed above or specific criteria.

### Designation of Self-Directed Learners

To be designated a self-directed learner, a request must be submitted to the building principal or their designee. The request process may be initiated by a student, their parent/guardian, or one of the student's teachers.

The request must include the following:

1. Permission of the student's parent/guardian if under 18 years of age.
2. A recommendation that designation as a self-directed learner would be appropriate and helpful to the student by at least one of the student's teachers. This may include the recommendation of the teacher who initiated the request.
3. A description of the exemptions from standard instruction practices and requirements sought for the student. If a student is to be absent from the classroom during the usual school day, this must include a statement of who will be responsible for supervising the student.
4. An explanation of how this flexibility will aid the student in meeting their goals as well as mastering grade-level content. For students in 8th grade and above, this must include an explanation of how flexible learning will further the student's progress toward identified postsecondary goals.
5. Criteria the student will be required to meet to maintain their designation as a self-directed learner, such as:
  - A. Continued mastery of content knowledge and skills, academic growth, progress toward postsecondary goals (if the student is in Grade 8 or higher), or other measures of student learning as specified further in the request;
  - B. Compliance with the District's rules regarding student conduct, except for any from which the student is specifically exempted; and
  - C. Submission of regular updates outlining the flexibility sought for upcoming instruction and how it will aid the student in meeting their goals.

Students who are in grade 8 or higher must also include a description, written by the student, of their self-determined personal life goals, including an explanation of how attending specific classes will lead to the fulfillment of personal life goals in addition to the identified post-secondary goals.

An updated request for designation as a self-directed learner must be submitted for each school year in which the student is to have this designation.

The application will be reviewed by the building principal or designee. A decision will be made within ten days of receipt of the application. The student will be notified in writing of the status of the application. If additional information is needed, the information must be submitted within one week of receipt of the request.

A student whose request has been denied may request a meeting with the building principal or designee. They will provide the student with a rationale as to why the proposal was denied. The student may resubmit an alternate proposal if there is enough time to do so within the deadline described above.

If the building principal or designee rejects the resubmitted proposal, the student may appeal to the Superintendent. All decisions made by the Superintendent shall be final.

### Credit for Flexible Learning Opportunities

To receive credit for activities a student participates in as part of their flexible learning activities, a middle or high school student must:

1. Successfully complete an accredited online or correspondence course or a class taught by an Idaho school district or charter school; or
2. Earn college credit as allowed by District policy; or
3. Successfully challenge a course as described in Policy 2435.

Ending Self-Directed Learner Status

The building principal shall designate a staff member to supervise the self-directed learner’s educational program. This staff member shall support the student in their flexible learning, monitor their academic progress, and monitor whether they are meeting the criteria described in the request for self-directed learner status.

If a teacher determines that:

1. A student is failing to meet these criteria; or
2. A student is failing to complete assignments within the time provided

the teacher may submit to the building principal or designee a written recommendation to rescind the designation of self-directed learner. The building principal or designee shall determine whether to rescind the self-directed learner status. A student’s parent or a student with the permission of their parent (if the student is under 18 years of age) may submit notice to the District that they wish to terminate the student’s flexible learner status at the end of the quarter, semester, or school year.

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**Legal References**

<b>Legal References</b>	<b>Description</b>
Constitution of the State of Idaho	Article IX, Section 1 Legislature to Establish System of Free Schools
Constitution of the State of Idaho	Article § XI Religious Test and Teaching in School Prohibited
IC § 33-1001	Foundation Program – State Aid –Apportionment – Definitions
IC § 33-512D	Self-Directed Learner Designation

**Cross References**

<b>Code</b>	<b>Description</b>
2435	<a href="#">Advanced Opportunities</a>
2435-F(1)	<a href="#">Advanced Opportunities - Participation Form</a>
2460	<a href="#">Extended Learning Opportunities</a>
3440	<a href="#">Student Fees, Fines, and Charges/Return of Property</a>

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

The school library is a principal location for students to inquire, to study and evaluate, and to gain new maturity and understanding. The District has the authority to regulate education and to determine the contents of the library collection. However, the Board also recognizes students’ First Amendment constitutional rights. The school and classroom libraries of this District are guided by the principles set forth in the Library Bill of Rights and by the Idaho Children's School and Library Protection Act.

Additionally, the District’s school libraries adhere to all applicable District policies and procedures pertaining to student privacy and compliance with the Family Educational Rights & Privacy Act (FERPA) when it comes to records of materials checked out by students and any other student records. Pursuant to State law, the Board has the duty and responsibility to equip and maintain a suitable library and to exclude therefrom all books, tracts, papers, and catechisms of a sectarian nature.

School library books are provided primarily for use by District students and staff. Library books may be checked out by either students or staff. Individuals who check out books are responsible for the care and timely return of those materials. The building principal may assess fines for damaged or unreturned books.

District residents or parents/guardians of nonresident students attending the District may be allowed use of library books at the discretion of the building principal. However, such access shall not interfere with regular school use of those books. Use of the library books outside of the District is prohibited except for interlibrary loan agreements with other libraries.

Access to Restricted Materials

The school library may have resources available to students that are available only with parent/guardian permission for minor students. Students’ access to such materials shall require a permission slip signed by their parent/guardian. The permission slip may provide permission to access one or more specific materials or provide permission to access materials in the restricted access section. Students over the age of 18 may check out materials in the restricted access section.

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**Legal References**

IC § 18-1514(6)

**Description**

Obscene Materials – Definitions

IC § 33-512

District Trustees - Governance of Schools

IC18-1517B

Children's School and Library Protection Act

**Other References**

**Description**

Idaho Commission for Libraries	<a href="#">website</a>
The American Library Association	<a href="#">Library Bill of Rights</a>
The American Library Association	Access to Resources and Services in the School Library

## Cross References

<b>Code</b>	<b>Description</b>
2140	<a href="#">Student and Family Privacy Rights</a>
2140-F(1)	<a href="#">Student and Family Privacy Rights - Consent Form</a>
2510	<a href="#">Selection of Library Materials</a>
2510-P(1)	<a href="#">Selection of Library Materials</a>
2520	<a href="#">Selection, Adoption, Use, and Removal of Curricular Materials</a>
2530	<a href="#">Learning Materials Review &amp; Reconsideration</a>
2530-F(1)	<a href="#">Learning Materials Review &amp; Reconsideration - Request for Review &amp; Reconsideration of Learning Materials</a>
3570	<a href="#">Student Records</a>
3570-P(1)	<a href="#">Student Records - Maintenance of School Student Records</a>
3570-F(1)	<a href="#">Student Records - Notification to Parents' and Student's of Rights Concerning a Student's School Records</a>
3570-F(2)	<a href="#">Student Records - Permission to Use Likeness</a>
3575	<a href="#">Student Data Privacy and Security</a>
7310	<a href="#">Advertising in Schools/Revenue Enhancement</a>

**Minidoka County Joint School District #331**

**INSTRUCTION**

**2500F**

Permission Slip to Check Out Restricted-Access Library Materials for Minor Students

This letter is to inform you and your child about the Minidoka County Joint School District School Library Policy for checking out materials currently placed in the restricted-access section. The District requires parent or guardian permission for a minor student to check out materials in this section. You must accompany your minor student and provide a signed copy of this permission slip to a school library employee before they are allowed to access material in this section.

You and your student are solely responsible for any book they check out. Encourage your student **not** to lend the book to others. The loan period is \_\_\_\_\_ weeks.

While the book is in your home, we encourage you to review the material and to have an ongoing dialogue about it with your child.

Please check one of the following:

\_\_\_\_\_ I grant permission for my child to access any materials in the restricted section.

\_\_\_\_\_ I grant permission for my child to access the following material(s) in the restricted section. (Please provide the title and author):

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If you would like further information about these items or the reasons they are currently in the restricted section, please contact [Contact Information].

You have read the attached copy of Policy 2500, and grant permission for your minor child to access the materials described above. You, the undersigned, and your minor student are solely responsible for any book or material checked out. Your student shall not lend the material or book to any other person or allow any other person access to the material that is the subject matter of this permission slip. If your child lends or otherwise provides access of this material to any third party, including any other student or minor, your child's library privileges may be negatively impacted, including disallowing your minor child to check any book out of the library..

Parent/Guardian's Name (Print): \_\_\_\_\_

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

Parent/Guardian's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**For Librarian Use Only:**

I, \_\_\_\_\_, (**Choose One: Librarian or Designee**) attest that the parent/guardian physically presented this permission slip with their signature, and their identity was verified as the minor child's parent or legal guardian.

I understand and agree to follow the library policies. I accept the responsibility for returning any library materials I check out, and I will not share access to any restricted material with any other student at school.

Student Name (Print): \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Homeroom Teacher Name: \_\_\_\_\_

**Attestation for Students Over the Age of 18**

I have read the attached copy of Policy 2500 and agree to access the materials described above. I, the undersigned, am solely responsible for any book or material checked out. I shall not lend the material or book to any other person or allow any other person access to the material that is the subject matter of this attestation. I acknowledge that if I lend or otherwise provide access of this material to any third party, including any other student or minor, my library privileges may be negatively impacted, including losing privileges to check any book out of the library.

Student's Name (Print): \_\_\_\_\_

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

Student's Signature: \_\_\_\_\_

Student's Date of Birth: \_\_\_\_\_

**For Librarian Use Only:**

I, \_\_\_\_\_, (**Choose One: Librarian or Designee**) attest that the adult student presented this attestation, and that they were verified as being over the age of 18.

## Board Policy 2510: Selection of Library Materials

Status:

Original Adopted Date: | Last Reviewed Date:

The District has libraries in every school with the primary objective of implementing and supporting the educational program in the schools. The provision of a wide variety of library materials at all ability levels supports the District's school libraries' mission to:

1. Provide faculty and students with materials that enrich and support the curriculum and meet the needs of the students and faculty served;
2. To make instruction more meaningful and effective;
3. Provide students with a wide range of educational materials on all levels of difficulty and appealing to a wide range of interests and in a variety of formats, with diversity of appeal, allowing for the presentation of many different points of view;
4. Select materials in all formats, including up-to-date, high quality, varied literature to develop and strengthen a love of reading.

In support of these objectives, the Board reaffirms the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the American Library Association's School Library Bill of Rights.

Although the Superintendent or their designee is responsible for ensuring qualified staff select library materials according to appropriate criteria, ultimate responsibility for the selection of library materials rests with the Board.

The Board, acting through the Superintendent, thereby delegates the authority for the selection of library materials to the principal in each of the schools. The principal further delegates that authority to the librarian in the school.

Library materials may include, but are not limited to print books, recordings, digital materials, periodicals and newspapers, and even equipment. This selection policy and its related procedure shall apply to all types of library materials.

The District's school libraries shall adhere to District policies and procedures related to copyright.

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### Legal References

IC § 33-601

US Constitution

### Other References

Idaho Commission for Libraries

### Description

School Property - Real and Personal Property –  
Acquisition, Use or Disposal of the Same

First Amendment

### Description

<sup>464</sup>  
[website](#)

The American Library Association

[The Freedom to Read Statement](#)

The American Library Association

[Library Bill of Rights](#)

## Cross References

### Code

### Description

2150

[Copyright](#)

2150-P(1)

[Copyright - Copyright Compliance](#)

2500

[Library Materials](#)

2520

[Selection, Adoption, Use, and Removal of Curricular Materials](#)

2530

[Learning Materials Review & Reconsideration](#)

2530-F(1)

[Learning Materials Review & Reconsideration - Request for Review & Reconsideration of Learning Materials](#)

4500

[Public Gifts/Donations to the Schools](#)

4500-P(1)

[Public Gifts/Donations to the Schools](#)

9100

[Use and Disposal of School Property](#)

## Procedure 2510-P(1): Selection of Library Materials

Status:

Original Adopted Date: | Last Reviewed Date:

The selection of library materials is a professional task conducted by the library staff. The librarian shall plan the acquisition of new materials as well as the maintenance and taking of inventory of library materials. This should include review to determine whether materials should be removed as part of the de-selecting process.

In selecting library materials, the librarian or their designee will consider whether they:

1. Fill a gap between the existing collection and the wants of students and staff;
2. Are integral to the instructional goals, curricular, or extra-curricular programs of the school;
3. Are appropriate for the reading level, understanding, and access abilities of students in the school;
4. Reflect the interests and relevant needs of the students and staff;
5. Warrant inclusion in the collection because of literary, historical, or artistic value and merit;
6. Present information with the greatest degree of currency, accuracy, and clarity possible;
7. Represent a fair and unbiased presentation of information while also representing as many shades of opinion as possible, in order that varying viewpoints are available to students; and
8. Reflect a variety of cultural backgrounds.

The librarian will examine materials and consult reputable, professionally prepared selection aids when selecting materials. They shall also seek and consider recommendations of material to acquire from teachers, students, administrators, and other District staff and community members as appropriate. The actual resource will be examined whenever possible.

The librarian shall also consider whether new material formats, such as online databases, ebooks, streaming media, apps, etc., should be added to the library's collections. Factors to consider in this decision include current demand, trends or growth in demand, and strengths and weaknesses of the format. Accessibility to patrons with special needs should also be considered when purchasing materials.

### Special Collections

The District's school libraries may maintain special collections that reflect the unique character and mission of the schools these libraries serve. Each school library may have different priorities within its collections or special collections, and schools with specialized curriculums may have special collections that support those areas. Therefore, if a special collection is needed in a school library, then that school librarian shall work to develop a school-specific selection process providing guidelines for their special collections.

### De-Selection

When materials no longer meet the criteria for selection, they shall be removed as part of the de-selecting process. De-selecting is a necessary aspect of selection, since every library will contain works which may have answered a need at the time of acquisition, but which, with the passage of time, have become obsolete, dated, unappealing, or worn out.

The librarian of each school shall be responsible for ensuring the library’s collection is reviewed for de-selection regularly in accordance with this procedure. All materials shall be considered for de-selecting based on accuracy, currency, and relevancy. Space limitations, edition, format, physical condition, and number of copies are considered when evaluating materials. The librarian will also consider how frequently an item is checked out or used by members of the school community to determine whether it still provides value. The de-selecting process shall not be used to circumvent the process for reconsidering learning materials described in Policy 2530.

School librarians should develop processes to guide collection maintenance, conduct an inventory of the collection, and review the collection for de-selecting to ensure that materials and resources are available to students and staff and also to more efficiently manage the collection. These processes should include guidance on repair, replacement, and removal of materials.

Discarded materials will be clearly stamped:

“WITHDRAWAL FROM \_\_\_\_\_ SCHOOL LIBRARY”

Materials will be discarded in compliance with Policy 9100.

### Gifts

Gift materials may be accepted in accordance with District policies and procedures on donations and gifts with the understanding that they must meet criteria set for book selection. The school librarian shall evaluate whether a donated item meets the criteria for acceptance and ensure it is added to the collection or discarded according to the criteria in this procedure. Gifts and donations, like purchased resources, will be removed from the collection at the end of their useful life. Donated materials that do not meet the District’s criteria for inclusion in the library collection may be used for other purposes. This may include altering or cutting out portions of the book for art projects or other activities.

When feasible, the school librarian should explain to donors the District’s practices regarding accepting and discarding donated materials. School librarians may maintain lists of suggested materials a donor might purchase for the library.

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### **Legal References**

IC § 33-601

US Constitution

### **Other References**

Idaho Commission for Libraries

The American Library Association

### **Description**

School Property - Real and Personal Property – Acquisition, Use or Disposal of the Same

First Amendment

### **Description**

[website](#)

[The Freedom to Read Statement](#)

**Cross References**

<b>Code</b>	<b>Description</b>
2150	<a href="#">Copyright</a>
2150-P(1)	<a href="#">Copyright - Copyright Compliance</a>
2500	<a href="#">Library Materials</a>
2520	<a href="#">Selection, Adoption, Use, and Removal of Curricular Materials</a>
2530	<a href="#">Learning Materials Review &amp; Reconsideration</a>
2530-F(1)	<a href="#">Learning Materials Review &amp; Reconsideration - Request for Review &amp; Reconsideration of Learning Materials</a>
4500	<a href="#">Public Gifts/Donations to the Schools</a>
4500-P(1)	<a href="#">Public Gifts/Donations to the Schools</a>
9100	<a href="#">Use and Disposal of School Property</a>

## **Board Policy 2520: Selection, Adoption, Use, and Removal of Curricular Materials**

**Status:**

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

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

Curriculum committees will be responsible for recommending textbooks and major instructional materials for consideration by the Board as curricular materials. This does not include library materials, however, it does include curricular materials that are and are not covered by the State curriculum materials committee.

The Board shall establish a curricular materials adoption committee for the purpose of advising the Board on selection of curricular materials for use within the District. At least ½ of this committee must be comprised of persons other than public educators and Trustees and shall include parents of a child or children attending a school or schools within the District. All meetings of the committee shall be held in open session and be duly noticed.

The curricular materials adoption committee shall conduct its business in compliance with state open meeting law.

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

Recommendations will be made to the Superintendent with a final decision being made by the Board. The function of the committee is to ensure that materials are selected in conformance with stated criteria and established District goals and objectives.

For dual credit courses offered through institutions of higher education, the selection, adoption, and removal of curricular materials is handled by the provider. The District has no control over the selection, adoption and removal of curricular materials and it is the responsibility of the parent to have knowledge of and/or review such prior to student enrollment.

### Selection and Adoption

The curricular materials adoption committee should develop, prior to selection, a set of selection criteria against which curricular materials will be evaluated. The criteria should include the following along with other appropriate criteria. Curricular materials shall:

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards;
3. Be congruent with identified instructional objectives;
4. Provide background information to enable students to make intelligent judgments;
5. Present more than one viewpoint on controversial issues;
6. Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage;
7. Depict members of minority groups realistically and in a non-stereotypical way;
8. Facilitate the sharing of cultural differences; and

9. Be appropriately priced.

### Use of Materials

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

### Removal

Curricular materials may be removed when they no longer meet the criteria for initial selection, when they are worn out, or when they have been judged inappropriate through the Learning Materials Review & Reconsideration Process.

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### **Legal References**

IC § 33-118A

### **Description**

Curricular Materials – Adoption Procedures

IC § 33-512A

District Trustees - District Curricular Materials Adoption Committees

IC § 74-200 et seq.

Open Meeting Law

IDAPA 08.02.03.128

Curricular Materials Selection

### **Cross References**

#### **Code**

2140

#### **Description**

[Student and Family Privacy Rights](#)

2140-F(1)

[Student and Family Privacy Rights - Consent Form](#)

2500

[Library Materials](#)

2510

[Selection of Library Materials](#)

2510-P(1)

[Selection of Library Materials](#)

2530

[Learning Materials Review & Reconsideration](#)

2530-F(1)

[Learning Materials Review & Reconsideration - Request for Review & Reconsideration of Learning Materials](#)

7310

[Advertising in Schools/Revenue Enhancement](#)

## Board Policy 2530: Learning Materials Review & Reconsideration

Status:

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

Parents/guardians have the right to guide the reading, viewing, and listening of their own children but must likewise give the same right to other parents/guardians. The Board has a constitutional obligation to not remove materials simply because it disagrees with subject matter unless such ideas are in violation of I.C. 18-1514. The First Amendment to the US Constitution encompasses not only freedom of share one's views but also freedom to receive information.

Any parent/guardian of a District student, any student, or any employee, [OPTIONAL: or any District resident] may formally challenge a specific learning material item used by the District's educational program. Challenges will only be accepted from individuals belonging to at least one of these groups.

Learning materials, for the purposes of this policy, are not limited to Board approved curriculum but shall also be considered to be any material used in classroom instruction, materials available to students in the classroom, library materials, or any materials to which a teacher might refer a student as part of the course of instruction.

The major criterion for deciding whether to keep or remove a challenged resources is the appropriateness of the resource for its intended educational use. This may include:

1. The appropriateness of the material for the instructional objectives it is used to teach;
2. The appropriateness of the material's level of difficulty; and
3. The appropriateness of the material for the age group(s) with which it is used. Library and classroom materials shall be considered in light of their appropriateness for the oldest students who will have access to them.
4. Whether the material meets the definition of "harmful to minors" provided below.

For the purposes of this policy, the term "harmful to minors" has the meaning provided in IC 18-1514 and I.C. 18-1517B:

"Harmful to minors" includes in its meaning:

1) The quality of any material or any performance or of any description or representation, in whatever form, of nudity, sexual conduct, sexual excitement, or sado-masochistic abuse, when it:

a) Appeals to the prurient interest of minors as judged by the average person, applying contemporary community standards; and

b) Depicts or describes representations or descriptions of nudity, sexual conduct, sexual excitement, or sado-masochistic abuse which are patently offensive to prevailing standards in the adult community with respect to what is suitable material for minors and includes, but is not limited to, patently offensive representations or descriptions of:

- i. Intimate sexual acts, normal or perverted, actual or simulated; or

ii. Masturbation, excretory functions or lewd exhibition of the genitals or genital area.

Nothing herein contained is intended to include or proscribe any matter which, when considered as a whole, and in context in which it is used, possesses serious literary, artistic, political, or scientific value for minors.

No library material shall be removed solely because of the ideas expressed therein.

### Informal Process

Any individual identified above who wishes to raise a complaint about a piece of learning material should first discuss the matter informally with the teacher, librarian, or other staff member who oversees its use. The patron should explain their objection to the material.

The staff member shall try to resolve the matter informally through such measures as:

1. Explaining the District's materials selection process, the criteria for selection and the qualifications of the professional staff who selected the questioned resource;
2. Explaining the intended educational purpose of the resource, its value as a resource, and any additional information regarding its use; and/or
3. Offering a concerned parent an alternative instructional resource to be used by that parent's child in place of the challenged resource in a manner that complies with Policy 2425 Parental Rights.

All informal complaints made to staff members of the District shall be reported to the building principal, whether received by telephone, letter, or in personal conversation. If the complainant wishes to make a formal challenge, the staff member shall direct the complainant to this policy.

### Formal Process

An eligible party who wishes to make a formal objection should submit their complaint in writing to the principal of the building where the material is used using a form provided by the District. At minimum, the complaint shall reference specific sections of the materials or resources that produced the formal complaint. Vague or incomplete complaints will not be submitted to the learning materials review committee.

**OPTIONAL: Additionally, the District may decline to consider a request for reconsideration of a material that has already been the subject of such reconsideration within the past [SELECT ONE: three years OR four years OR some shorter period of time chosen by the District].**

The building principal shall forward the form to the Superintendent.

The Superintendent shall convene a learning materials review committee, who will provide an objective evaluation of the material. The committee shall contain an odd number of members. Members of this committee may include such parties as:

1. Instructional staff who have experience using the challenged resource with students;
2. Other teachers and librarians. If the challenged material was selected by a specific teacher or librarian, that individual will not be selected for the committee. If the District has only one

librarian and that librarian selected the material in question, the District may seek to include a librarian from a nearby public library or school district on the committee;

3. Administrators;
4. Parents/guardians of District students, including parents whose children have already graduated; and
5. Any other appropriate individuals selected by the Superintendent.

A person who has submitted a formal complaint regarding a learning material shall not participate in the review of that item as a committee reviewing the material. If the complainant serves on a standing learning materials review committee, they shall recuse themselves from all committee activities related to review of the material.

All members of the committee shall review the challenged resource. They shall also consider written or verbal comments submitted by District students, parents/guardians of District students, District employees, and District residents on the material in question. For library materials, the resource in question must be read or reviewed in full by each committee member. For materials that are a part of material used in classroom instruction, the teacher shall present to the committee on its role within the classroom. Passages or parts of the work in context shall not be considered out of context, and the values and faults of the work should be weighed against each other. Decisions about what action to take regarding the material shall be based on the materials as a whole. Where appropriate, the committee may solicit advice or opinion from other District staff and/or relevant professional organizations of librarians, English teachers, or other appropriate professionals.

The committee shall vote on whether the challenged resource should be kept or removed in accordance with the principles set out in this policy or whether some other change should be made.

In the case of library material, it shall include a recommendation to:

1. Retain the material in its original location; or
2. Relocate the material to another location, such as a library or classroom that serves older students; or
3. Remove the material entirely.

The committee shall prepare a written report of its findings and provide copies to the Superintendent, the complainant, and to staff members who oversee use of the resource, that includes both majority and minority opinions on the learning material or library resource under consideration. The report may differ depending on the type of resource being challenged.

The Superintendent shall review the committee's report. If the material under consideration is part of the District's curriculum, and if the committee votes in favor of removing it from the curriculum, the Board shall review the report, and the Board shall determine whether the challenged resource should be kept or removed or whether some other change should be made.

If the material in question is a library resource, classroom library resource, or other material available to students and not part of the District's Board-approved curriculum, the Superintendent shall determine whether to accept the committee's recommendation or whether some other change should be made. The Superintendent shall notify the complainant of the outcome, including the recommendation of the committee. This decision in this regard may be appealed to the Board.

If the material under consideration is part of the District’s curriculum, and if the committee votes in favor of removing it from the curriculum, the Board shall review the report, and the Board shall determine whether the challenged resource should be kept or removed or whether some other change should be made.

If an appeal of the Superintendent’s decision is made to the Board, the Board has the sole discretion in determining how to handle the complaint review, including but not limited to the Board’s option of solely reviewing the committee’s report and making a determination or seeking to speak with the parties involved in the complaint during a properly noticed meeting of the Board. The decision of the Board will be final.

<b>Legal References</b>	<b>Description</b>
IC § 18-1514(6)	Obscene Materials – Definitions
IC18-1517B	Children's School and Library Protection Act
<b>Other References</b>	<b>Description</b>
Idaho Commission for Libraries	<a href="#">website</a>
The American Library Association	<a href="#">Library Bill of Rights</a>
<b>Cross References</b>	
<b>Code</b>	<b>Description</b>
2425	<a href="#">Parental Rights</a>
2425-P(1)	<a href="#">Parental Rights - Parent/Guardian Notification of Changes in Health and Well-being</a>
2425-F(1)	<a href="#">Parental Rights - Efforts to Notify Parent/Guardian of Changes in Student Health or Well-being</a>
2500	<a href="#">Library Materials</a>
2500-F(1)	<a href="#">Library Materials</a>
2510	<a href="#">Selection of Library Materials</a>
2510-P(1)	<a href="#">Selection of Library Materials</a>
2520	<a href="#">Selection, Adoption, Use, and Removal of Curricular Materials</a>
4110	<a href="#">Public Complaints</a>

**Minidoka County Joint School District #331**

**INSTRUCTION**

**2530F**

Request for Review & Reconsideration of Learning Materials

The Trustees of Minidoka County Joint School District have established a formal process for eligible parties who wish to submit a learning material for reconsideration. For the purposes of this process, learning materials include:

1. Approved curriculum;
2. Material used in classroom instruction;
3. Library materials, including materials in classroom libraries; and
4. Any materials to which a teacher might refer a student as part of the course of instruction.

This form is required when making a formal complaint. It will then be turned over to the Learning Materials Review Committee.

**Before submitting this form, please discuss the resource with the school librarian, in the case of a library resource, or teacher, in the case of a classroom resource.**

**Please review Policy 2530 before submitting a complaint.**

**If you object your child using a particular learning material in the classroom, Policy 2425 provides a way to request an alternative resource for your child.**

Date: \_\_\_\_\_

Name: \_\_\_\_\_

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

City: \_\_\_\_\_ State/Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

The complainant represents:

\_\_\_\_\_ Him or herself

\_\_\_\_\_ The following organization: \_\_\_\_\_

Please check each of the following that describe you:

\_\_\_\_\_ Parent or Guardian of District Student

\_\_\_\_\_ Current Student

\_\_\_\_\_ District Employee

\_\_\_\_\_ District Resident

\_\_\_\_\_ None of the Above

Please check each of the following that apply:

\_\_\_\_\_ The material was used as a part of classroom instruction; or

\_\_\_\_\_ The item was available for check-out in the school library.

\_\_\_\_\_ The item was available in a classroom library.

Please check the applicable box below to help us identify the resource:

\_\_\_\_\_ Book or E-book

\_\_\_\_\_ Movie

\_\_\_\_\_ Magazine

\_\_\_\_\_ Audio Recording

\_\_\_\_\_ Digital Resource

\_\_\_\_\_ Game

\_\_\_\_\_ Newspaper

\_\_\_\_\_ Other: \_\_\_\_\_

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

Author/Producer: \_\_\_\_\_

What brought this resource to your attention?

\_\_\_\_\_

Have you examined the entire resource? If not, what sections did you review?

\_\_\_\_\_

If this is material used in the classroom, were you provided an alternative instructional resource?

\_\_\_\_\_

Why do you believe this resource should be removed from use in the classroom/removed from the school library?

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Is there anything good about this book or material?

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Do you believe this resource or material meets the definition of “harmful to minor” provided below? (See definition at the end of the form): YES NO

Are there resource(s) you suggest to provide additional information and/or other viewpoints on this topic?

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What action are you requesting the committee consider?

\_\_\_\_\_ Retain the material in its original location; or

\_\_\_\_\_ Relocate the material to another suitable section, including an area with restricted-access requiring parent/guardian permission to access; or

\_\_\_\_\_ Remove the material entirely.

\_\_\_\_\_ Other requested remedy: \_\_\_\_\_

Statutory Definition of “Harmful to Minors” Provided in IC 18-1514 and IC 18-1517B:

“Harmful to minors” includes in its meaning:

- 1) The quality of any material or any performance or of any description or representation, in whatever form, of nudity, sexual conduct, sexual excitement, or sado-masochistic abuse, when it:
  - a) Appeals to the prurient interest of minors as judged by the average person, applying contemporary community standards; and

- b) Depicts or describes representations or descriptions of nudity, sexual conduct, sexual excitement, or sado-masochistic abuse which are patently offensive to prevailing standards in the adult community with respect to what is suitable material for minors and includes, but is not limited to, patently offensive representations or descriptions of:
  - a. Intimate sexual acts, normal or perverted, actual or simulated; or
  - b. Masturbation, excretory functions or lewd exhibition of the genitals or genital area. Nothing herein contained is intended to include or proscribe any matter which, when considered as a whole, and in context in which it is used, possesses serious literary, artistic, political, or scientific value for minors.

Signature of Complainant: \_\_\_\_\_  
*By signing above, I acknowledge that the information provided here is true and factual to the best of my knowledge, and that the Board of Trustees must take each complaint into account while also ensuring it maintains access to constitutionally protected materials.*

## Board Policy 2545: Technology Advisory Council

Status:

Original Adopted Date: | Last Reviewed Date:

The Board supports the establishment of [a] Technology Advisory Council[s] for the purpose of informing technology integration into the classroom, promoting the sharing of information, and fostering a sense of collective ownership of the District's technology policies. The implementation of this process shall involve regular communication between the Council, administration, and the Board.

### Council Membership

The Council shall be organized at the school [OR] District level. The membership shall comprise teachers, classified employees, a building administrator, students, parents/guardians of students, and may include business leaders or members of the community at large. The Council shall comprise [ ] members. Not more than [ ] of the members shall be teachers, and not more than [ ] shall be parents of students attending the school [OR] a school within the District.

At least one member shall be the principal of the building [OR] Superintendent of the District, or the principal's [OR] Superintendent's designee.

Teachers and classified employees shall be selected by the administration at the school site [OR] within the District. Parents shall be selected by parents of students attending the school [OR] within the District, and other representatives shall be selected by the Council.

### Council Duties

Duties of the Technology Advisory Council shall include but not be limited to:

1. Providing recommendations on the integration of technology into the learning environment; and
2. Sharing best practices and innovative uses of technology in the classroom.

### Public Meeting Law

The Council shall comply with the public meeting laws which, include posting notices of meetings and taking minutes.

### Implementation and Review

The Superintendent shall be responsible for overseeing the activities of the Council(s) and for providing ongoing assessment of site Council functioning.

### **Other References**

Technology Taskforce

### **Description**

Final Taskforce Recommendations



## **Board Policy 2550: Field Trips, Excursions, and Outdoor Education**

**Status:**

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

The Board recognizes that field trips, when used as a device for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Such trips can supplement and enrich classroom procedures by providing learning experiences in an environment beyond the classroom. The Board also recognizes that field trips may result in lost learning opportunities in missed classes. Therefore, the Board endorses the use of field trips when the educational objectives achieved by the trip clearly outweigh any lost in-class learning opportunities.

Each class shall take no more than two local field trips per year.

Field trips which take students out of the State must be approved in advance by the Board. Building principals have the authority to approve all other field trips.

Building principals shall develop procedures for the operation of a field trip. Each field trip must be integrated with the curriculum and coordinated with classroom activities that enhance its usefulness.

Field trip proposals must be submitted to the principal and approved by them in advance of the trip.

Only District approved transportation shall be used on field trips. must be submitted to the Transportation Department. At least ten school days prior to the date of the field trip, a request for District transportation form must be submitted according to District procedure or as directed by the building principal.

No staff member may solicit students during instructional time for any privately arranged field trip or excursion without Board permission.

Students must have written parent/guardian permission to attend any field trip.

The field trip must have enough adult supervision to meet the safety and welfare of the students. Generally, this means at least one adult for every eight to ten students.

Teachers shall take roll before leaving the school grounds, keep count of the students during the trip, and take roll again before departing any field trip site.

**Minidoka County Joint School District #331**

**INSTRUCTION**

**2550F**

Field Trip Permission Form

Dear Parent or Guardian:

Your child is eligible to participate in a school-sponsored activity requiring transportation to a location away from the school building.

Name of Event: \_\_\_\_\_

Destination: \_\_\_\_\_

Date and Time of Departure: \_\_\_\_\_

Date and Time of Return: \_\_\_\_\_

Please complete, sign and return the following statement of consent and release of liability. As parent or legal guardian, I remain fully responsible for any legal responsibility which may result from any personal actions taken by the named student. I hereby consent to participation by my child, \_\_\_\_\_ the event described above.

Parent's Signature: \_\_\_\_\_

Print Parent's Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Medical Concerns: \_\_\_\_\_

In case of emergency additional contacts/phone numbers:

Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

If you cannot be reached in an emergency and, if in the judgment of the school authorities, immediate medical and/or hospital attention is indicated, do you authorize responsible school authorities to take your child to an available hospital or physician?

Yes

No

All students will follow the code of conduct expected when participating in any school sponsored activity. If a student violates that conduct, they will be subject to disciplinary action including, but not limited to, being sent home at the parent/guardian's expense.

Students not meeting grade requirements may not be able to participate in activity trips.

## Board Policy 2560: Contests for Students

Status:

Original Adopted Date: | Last Reviewed Date:

Contests may be made available to students by outside organizations through the schools, subject to certain limitations. The Superintendent shall determine that the contest is not in conflict with nor will it diminish the primary educational aims of the schools and that it meets the needs and interests of students.

The schools shall confine their participation to those national contests which are currently placed on the approved list published annually by the Committee on National Contests and Activities of the National Association of Secondary School Principals.

A State or local contest in which students participate shall be:

1. One that supplements and does not interfere with the regular school program;
2. One that is beneficial to youth in education, civic, social, or ethical development;
3. One that makes it possible for individual students to work out contributions by their own efforts and does not invite dishonest collaboration;
4. One whose subject is not commercial, controversial, sectarian, or concerned with propaganda. It must emphasize high moral standards, good citizenship, and intellectual competence;
5. One from which no contestant shall be excluded because of race, color, creed, sex, gender identity and expression, sexual orientation, or payment of entry fee;
6. One which does not place an undue burden on students, teachers, or the school, nor requires frequent or lengthy absence of participants from the school; and
7. One sponsored by an organization engaged in a creditable or acceptable enterprise regardless of kind or amount of prizes offered. The contest or activity must not be used as a "front" for advertising a company name or product.

Contests will not be allowed unless they further the educational goals of the District.

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## **Board Policy 2570: Use of Commercially Produced Video Recordings    Status:**

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

### Purpose

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

### Policy

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

### Educational Relevance

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

### Age Appropriate Movies

**Elementary Level:** Only G-rated movies may be shown without parental permission. However, parents must be notified that the movie will be shown in class. Any PG-rated movie to be shown at the elementary level requires a signed, written consent from a parent/guardian that must be kept on file before the student may view the video.

**Junior High Level/Middle School:** Only G-rated movies may be shown without parental permission. Any movie with a PG-rating to be shown at the junior high/middle school requires parent/guardian notification. Any movie with a PG-13 rating to be shown at the junior/middle school requires a signed, written consent from a parent/guardian that must be kept on file before the student may view the video.

**High School:** Only G, PG, and PG-13 rated movies may be shown without parental permission. Only certain segments having a valid educational purpose of any R-rated movie may be shown. Any segment of an R-rated movie to be shown at the high school requires a signed written consent from a parent/guardian that must be kept on file before the student may view the video.

The Board discourages the showing of R-rated movies in school. However, the Board also recognizes

that some segments of certain R-rated movies may have a valid educational purpose. Therefore, R-rated movies are not to be shown in their entirety, and segments may be shown only if no other means of instruction can present the information. Signed, written permission must be granted by a parent/guardian before the student may view the excerpt.

### Administrator's Authorization

At least five days prior to the showing, the instructor or teacher shall submit to the principal, in writing, the following information on the particular film:

1. Title and brief description;
2. Purpose for showing the movie or video;
3. Course objectives the movie or video will help meet;
4. Proposed date(s) of viewing;
5. When and how parents will be notified and how, if necessary, consent will be obtained; and
6. Audience rating (G, PG, PG-13).

Movies or films with sexual content must be approved by the building principal and Superintendent before they may be shown.

### Copyright

All District employees must comply with federal copyright laws as well as publisher licensing agreements. The legal requirements apply regardless of:

1. Whether an admission fee is charged;
2. Whether the institute or organization is commercial or non-profit; and
3. Whether a federal, State, or local agency is involved.

An educational exemption, also called the face-to-face teaching exemption, is a precise activity which allows the legal use of movies in certain types of teaching. In order for a movie showing to be considered an educational exemption, all of the following criteria must be met:

1. A teacher or instructor is present, and the movie/video is shown in the course of face-to-face teaching activities;
2. The showing takes place in a classroom setting with only the enrolled students attending;
3. The movie is used as an essential part of the core, current curriculum being taught;
4. The showing of the movie or video is directly related and of material assistance to the curriculum and lesson objectives;
5. The movie being used is a legitimate copy;
6. The showing complies with Policy 2150 and Procedure 2150P. Recorded Programs from Network and Cable Television: Teachers may only show programs recorded from network and cable television channels, in a manner that complies with federal copyright law and administrative rules.

### Other Organizations Using School Facilities

In the event any outside organizations use a school facility and wish to show movies, videos, or other audiovisual materials, it is only legally permitted if the District itself has a Public Performance Site License from Movie Licensing USA. School districts without such a license can be held liable if an outside organization involves them in copyright infringement by permitting movies, videos, or audiovisual materials to be used in a District facility. Once licensed, the District may exhibit movies

copyrighted by the studios so long as they are secured from a legal source, such as a video rental service, school library, media center, or a personal collection.

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**Legal References**

Pub. L. 94-553

**Description**

Copyright Act of 1976

**Cross References****Code**

2150

2150-P(1)

**Description**

[Copyright](#)

[Copyright - Copyright Compliance](#)

**Parental Movie Opt-Out/Consent Form**

The Minidoka County Joint School District Board of Trustees believes that movies, videos, and other audiovisual materials are important tools in the educational process. At the same time, the Board believes that the use of movies and videos should be limited so that they are used legally and appropriately in achieving legitimate educational objectives. Therefore, the Minidoka County Joint School District Policy 2570 Use of Commercially Produced Video Recordings promotes the appropriate educational use of movies and videos in schools by maximizing classroom instructional time, encouraging parental participation in the education process, and fostering community values.

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**Parental Opt-Out Form for Movies, Videos, etc.**

I, \_\_\_\_\_, parent/guardian of \_\_\_\_\_,  
request that my child be removed from class and/or student activities when the following  
movie(s) or video(s) is/are shown:

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I have had the opportunity to review the materials mentioned above and have explained to my child why I do not wish to have him or her view it/them.

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Date

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Signature of Parent/Guardian

**Parental Consent Form for Movies, Videos, etc.**

I, \_\_\_\_\_, parent/guardian of \_\_\_\_\_,  
allow my child to view the following movie(s) or video(s) when it/they are shown in class:

\_\_\_\_\_ Rating: \_\_\_\_\_

\_\_\_\_\_ Rating: \_\_\_\_\_

\_\_\_\_\_ Rating: \_\_\_\_\_

I have had the opportunity to review the materials mentioned above and understand the ratings of said movies and videos as designated above.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent/Guardian

## Board Policy 2580: Use of Animals in Educational Programs

Status:

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

Animals may be brought into the school setting for educational purposes only in accordance with the policies of the District and the procedures established by the Superintendent and/or building principal with regard to the presence of animals.

This policy does not apply to service animals. Students', guests', and/or employees' use of service animals is handled in accordance with applicable state and federal laws and District Policy. Likewise Police and SRO K-9 use is handled in accordance with applicable school search policies and regulations.

To protect students and staff, the following applies to animals brought into the school facilities for educational purposes. The District's Superintendent and/or building principal may place additional guidelines or restrictions upon the presence of specific animals in the school setting. Further, the presence of any animal, whether regularly or periodically housed in a classroom or brought into the school for an isolated or singular visit, requires timely pre-approval from the building principal.

### Animals Regularly or Periodically Housed in Classrooms

1. No animal shall be housed on District property without pre-approval of the building principal.
  - A. A classroom teacher seeking to house an animal on District property shall submit such request in writing explaining the educational purpose of having an animal(s) in the classroom setting. A separate form must be provided for each animal to be housed in a classroom. Animals for use in agricultural programs must have a separate form for each species. All information sought on such form must be completed fully and accurately, to the best of the employee's knowledge.
  - B. The teacher signing this request application is responsible for assuming primary responsibility for the animal and shall be designated as the animal's supervising teacher.
2. Prior to exposing any student to a live animal in the classroom, the supervising teacher shall provide written notification to all parents, including a copy of Form 2580F Student Permission Form for Exposure to Animals to obtain parental/guardian consent. Copies of the forms shall be maintained in the classroom by the supervising teacher with copies provided to building administration as requested.
  - A. Copies of all such completed Student Permission Forms shall be maintained in the classroom by the supervising teacher with a copy provided to and maintained by the building administration.
  - B. The supervising teacher shall consult with any parent/guardian with regard to students who are immunocompromised or have allergies, asthma, or other health concerns relating to contact or proximity to animals.

2. The supervising teacher who has been granted permission to house (an) animal(s) on District property shall provide formal classroom instruction to students regarding sanitation in the handling of animals and shall require all individuals handling animals to subsequently wash his or her hands thoroughly with soap and water.
3. Any student handling any animal must be directly supervised by the supervising teacher.
  - A. Only the supervising teacher or students designated by the supervising teacher, with proper permission as detailed herein, may handle these animals.
  - B. Handling of any animals should be age appropriate, considering the disease-related risks of certain animals (i.e. hamsters, guinea pigs, and gerbils – Salmonella bacteria and Lymphocytic choriomeningitis virus; reptiles and amphibians – Salmonella bacteria; farm animals – E. coli, Salmonella, Campylobacter and Cryptosporidium).
  - C. Should any student or employee be injured, including but not limited to animal bites or scratches, associated with the handling of a classroom animal, the supervising teacher is responsible for immediately reporting such event, in writing, to the building principal and ensuring the student is directed to the school's office for appropriate medical care.
    - a. If appropriate, a District accident/injury report will be completed.
    - b. The school's personnel shall notify the student's parent/guardian.
    - c. If appropriate, personnel shall notify public health officials.
    - d. At no time shall any student be exposed to an inherently dangerous animal or any animal which due to size, nature, or aggression could cause injury to a student.
2. Animals shall be handled humanely and in a healthy environment. If animals are to be kept in the classroom on days when classes are not in session, the supervising teacher shall be responsible for making arrangements for their care and safety.
3. Animals shall be displayed in enclosed cages or tanks or under otherwise appropriate restraints.
  - A. Upon placement in the classroom, the building principal shall inspect the enclosure and ensure that it meets standards for safeguarding the health and welfare of students.
  - B. Under no circumstances shall any student be allowed to clean any enclosure, cage, tank/aquarium, or other holding enclosure for any classroom animal or touch or otherwise come into contact with the materials that have been removed from any cleaned enclosure, cage, tank, aquarium, or other holding enclosure.
  - C. Under no circumstance shall any student be allowed to touch or come into contact with any animal waste.
2. Animals must be clean and free of intestinal parasites, fleas, ticks and mites.
3. Animals shall not be brought in or obtained from the wild. If sought by the building principal, the supervising teacher shall provide proof of purchase or proof of transfer of the animal in question.

4. Animals maintained on District property shall not have access to or contact with wild animals.
  5. Classroom animals shall not be permitted to freely roam about any classroom or other area of the school.
  6. No animal shall be allowed in any area of the school where food or drink is prepared or consumed.
  7. Absent pre-approval from the Building principal, food for animals must be stored in air-tight closed containers, preferably hard plastic.
    - A. Feeding of classroom animals shall not occur in the presence of any student.
    - B. The supervising teacher and the building principal shall, at the time the animal comes into the school setting, confer as to the manner and method of feeding of such animal.
    - C. The supervising teacher shall agree with the directive of feeding of the animal or the animal shall not be permitted to be present at school.
    - D. No "live-feeding" shall occur in the school setting.
2. The supervising teacher shall be responsible for the proper cleaning and disinfection of any area in which the animal is present.
    - A. The supervising teacher, building principal, and custodial personnel shall confer, at the time the animal comes into the school setting, regarding any necessary precautions for cleaning and maintenance in the classroom and/or around the animal or addressing animal waste.
    - B. The supervising teacher shall be responsible for the disposal of animal waste, using appropriate plastic bags and disposable gloves and sanitary cleansers.
  2. Prior to the animal being brought into the educational setting, the supervising teacher is responsible for assuring that no special permits, licenses, or other requirements (i.e. health/medical certification or examinations) are necessary to own and house the animal. If a permit, license, or other requirement does exist associated with the animal, it is solely the supervising teacher's responsibility to comply with such requirements and to provide the building principal with a copy of documentation ensuring compliance. Any animal not in compliance shall not be brought into the school's setting. Any health care records associated with the animal shall be maintained in the classroom and are the responsibility of the supervising teacher.
  3. At the commencement of each school year the building principal shall be responsible for cataloging any and all animals that are present in classrooms.
    - A. Should a new animal be brought into the school setting, or an existing animal leave the school setting, the supervising teacher is responsible for notifying the building principal.
    - B. The building principal is responsible for providing a copy of the animal catalog to the Superintendent.
  2. No animal shall be transported on any school bus.

## Animals Visiting Agriculture Programs

As part of the agriculture education program, there will be many instances in which an animal is brought into the school setting. Dates, activities, and learning objectives will be found in the teacher's lesson plans. Due to nature, specific scheduling of these animals will be flexible.

The animal's owner agrees to hold the District, its employees, and its agents harmless for any injury to the animal, including death, and any injury to any individual, including the handler, school staff, or school student.

## Animals Visiting the Other Classrooms

1. As part of an educational program, there may be isolated instances in which an animal is brought into the school's setting. Prior to any such animal coming into the school setting, pre-approval must be obtained from the building principal no less than five school days prior to the scheduled event.
2. To seek approval, a written request must be submitted to the principal including the following:
  - A. The date and activity in question;
  - B. Detail as to the relevance of the animal to the educational program;
  - C. The animal(s) requested to be allowed on school property;
  - D. Information as to how the health and safety of students, school personnel, and the animal will be addressed; and
  - E. Copies of current health records and/or proof of current vaccination, as applicable (as detailed herein).
3. All animals must be housebroken.
4. The animal's owner agrees to hold the District, its employees, and agents harmless for any injury to the animal, including death, and any injury to any individual, including the handler, school staff, or school student.

## Animal Dissection

1. Experiments on living animals are prohibited; however, behavior studies that do not impair and animal's health or safety are permissible only after having obtained written pre-approval from the building principal.
  - A. In order to obtain principal approval, the classroom teacher must submit a written request providing details as to the behavior study to be conducted, the manner and details of the study, and how the health and welfare of students and the animal will be safeguarded.
  - B. Such request shall be submitted no later than five school days prior to the desired start of the behavior study.
2. The dissection of dead animals or parts of dead animals shall be allowed in a classroom only when the dissection exercise contributes to or is part of the approved educational program of the classroom.
  - A. Prior to scheduling any educational dissection, the classroom teacher shall confer with the curriculum director and building principal to address the scheduling and approval of the educational activity. Such discussion shall occur no later than 15 days

prior to the scheduled classroom activity.

- B. All dissection of animals and the parts of dissected animals shall be confined to the classroom.
- C. Students who object to performing, participating in, or observing the dissection of animals shall be excused from the classroom during such educational activity without penalty, discipline, or negative impact upon the student's grade. Alternate projects will be assigned to any such non-participating student.

### Prohibited Animals

1. Regardless of the desired educational purpose, the following live animals are prohibited in any school facility, for any time or purpose:
  - A. Inherently dangerous animals;
  - B. Any venomous or toxin producing animals;
  - C. Aggressive or unpredictable animals;
  - D. Stray animals or animals with no health or vaccination history;
  - E. Mammals at high risk for having or transmitting rabies; and
  - F. Any animal on the Idaho Invasive Species List for which proper state permitting and documentation of ownership has not been obtained prior to classroom housing (i.e. Snapping Turtle, Red Eared Slider, Mediterranean Gecko, Brahminy Blind Snake, Monk Parakeet, and Nutria).
2. The building principal may prohibit any animal from being present upon the school's property on a case by case basis.

### Health and Vaccination Requirements

1. Prior to bringing certain animals into a school building, current health records and/or proof of current vaccinations is required as follows:
  - A. Cats: A health certificate from a licensed veterinarian showing proof of current vaccination against feline distemper/upper respiratory vaccine (FVRCP), feline leukemia, feline chlamydiosis and rabies. The District may also request proof of a negative fecal exam or successful treatment for intestinal parasites within the last six months.
  - B. Dogs: A health certificate from a licensed veterinarian showing proof of current vaccination against canine distemper, hepatitis, leptospirosis, canine parainfluenza (CPVI), parvovirus, Bordatella, and rabies. The District may also request proof of a negative fecal exam or successful treatment for intestinal parasites within the last six months. The District may also request proof of current licensure of the dog.
  - C. Ferrets: A health certificate from a licensed veterinarian showing proof of current vaccination against rabies. The District may also request proof of a negative fecal exam or successful treatment for intestinal parasites within the last six months.

- D. Birds (parrots, parakeets, budgies and cockatiels): A health certificate from a licensed veterinarian showing proof of treatment or negative test results for psittacosis (avian Chlamydiosis).
2. Due to the health management focus of the agricultural education program, common farm animals and companion pets may be in the classroom or lab space for the purpose to receive medication and vaccinations.
  3. The Superintendent shall make the final determination as to whether or not any animal may be present upon school property. When making such a determination the primary factor of consideration shall first be the health and welfare of students.

<b>Legal References</b>	<b>Description</b>
IC § 33-6001	Parental Rights
<b>Cross References</b>	
<b>Code</b>	<b>Description</b>
2340	<a href="#"><u>Controversial Issues and Academic Freedom</u></a>
2340-F(1)	<a href="#"><u>Controversial Issues and Academic Freedom - Parental Opt-Out Form for Sex Education</u></a>
2345	<a href="#"><u>Speakers in the Classroom and at School Functions</u></a>
2345-P(1)	<a href="#"><u>Speakers in the Classroom and at School Functions - Controversial Speakers Procedure</u></a>
2375	<a href="#"><u>Service Animals in School</u></a>
2585	<a href="#"><u>Use of Therapy Dogs in the District</u></a>
2585-F(1)	<a href="#"><u>Use of Therapy Dogs in the District - Therapy Dog Plan</u></a>
3370	<a href="#"><u>Searches and Seizure</u></a>
3370-P(1)	<a href="#"><u>Searches and Seizure</u></a>

**Minidoka County Joint School District #331**

**INSTRUCTION**

**2580F1**

Staff Permission for Use of Animals in Educational Programs

*To be used before animals are brought into the classroom or learning center for educational purposes.*

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

I am asking that the following animals be allowed in my classroom.

On     (insert date)    , the following animal(s) will visit my classroom for educational purposes:

- |                                     |   |                                      |
|-------------------------------------|---|--------------------------------------|
| <input type="checkbox"/> Cat        | <input type="checkbox"/> Bird                 | <input type="checkbox"/> Ferret      |
| <input type="checkbox"/> Guinea Pig | <input type="checkbox"/> Dog                  | <input type="checkbox"/> Rabbit      |
| <input type="checkbox"/> Hamster    | <input type="checkbox"/> Reptile or amphibian | <input type="checkbox"/> Rat         |
| <input type="checkbox"/> Mouse      | <input type="checkbox"/> Gerbil               | <input type="checkbox"/> Other _____ |

What is the educational purpose of the animal in the building?

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How long will the animal be in the building?

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How will the animal's waste be handled?

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Other Comments:

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Please complete and submit this form prior to bringing the animal into the school.

I agree to abide by District Policy 232.00 Use of Animals in Educational Programs.

Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Minidoka County Joint School District #331**

**INSTRUCTION**

**2580F2**

Student Permission for Exposure to Animals

*To be used when animal(s) are brought into the classroom or learning center for educational purposes.*

Student: \_\_\_\_\_ Grade/Teacher: \_\_\_\_\_

Dear Parent(s)/Guardian(s):

As allergies, asthma, immune problems, and/or other health concerns may make animal contact inappropriate for some students, District guidelines require prior parent/guardian permission for student contact with animal(s) in school.

On       (insert date)      , the following animal(s) will visit my classroom for educational purposes:

- |                                     |   |                                      |
|-------------------------------------|---|--------------------------------------|
| <input type="checkbox"/> Cat        | <input type="checkbox"/> Bird                 | <input type="checkbox"/> Ferret      |
| <input type="checkbox"/> Guinea Pig | <input type="checkbox"/> Dog                  | <input type="checkbox"/> Rabbit      |
| <input type="checkbox"/> Hamster    | <input type="checkbox"/> Reptile or amphibian | <input type="checkbox"/> Rat         |
| <input type="checkbox"/> Mouse      | <input type="checkbox"/> Gerbil               | <input type="checkbox"/> Other _____ |

The following animals are prohibited in schools:

1. Venomous or toxin-producing animals (e.g., certain spiders, insects, reptiles, and amphibians);
2. Wild or exotic animals;
3. Mammals at high-risk for transmitting rabies (e.g., bats, raccoons, skunks, foxes, and coyotes);
4. Non-human primates;
5. Stray animals;
6. Aggressive or unpredictable animals;
7. Any animal in the Idaho Invasive Species List; and
8. Any animal considered inherently dangerous.

The building principal or designee will ensure that the District’s policies and procedures for the use of animals in education programs are followed. I will also supervise the entire student-animal contact session, have a clean and disinfected area for showing the animal(s), not allow food or drink in the animal showing area, and will appropriately dispose of animal waste. **Under no circumstances are students allowed to clean cages or handle animal waste.**

Please complete and return this form to me by           (date)          . If you have any questions or concerns, please feel free to contact me at           (insert contact information)          .

**To Be Completed by Parent/Guardian:**

- I **do** permit my student identified above to be exposed to the animal(s) listed above. I further agree to indemnify and hold harmless the School District and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of my student's exposure to the animal(s) listed above.
  
- I **do not** permit my student identified above to be exposed to the animal(s) listed above. I understand that when the animal(s) listed above are present, my student will be excused from classroom attendance without penalty and given an alternative educational activity.

\_\_\_\_\_  
Parent/Guardian Name (*please print*)

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Name (*please print*)

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

*Note: If only one parent/guardian signs this form, please certify the following:*

I, \_\_\_\_\_ (parent/guardian), have full authority to sign and consent to this Permission Form and Release as an agent of any and all other parent(s) and/or legal guardian(s).



**Minidoka County Joint School District #331**

**INSTRUCTION**

**2580F3**

Student Permission for Exposure to Animals(s) in Agriculture Education Programs

*To be used in all agriculture science courses at the beginning of each course.*

Student: \_\_\_\_\_ Grade/Teacher: \_\_\_\_\_

Dear Parent(s)/Guardian(s):

Live animals are an integral part of our Agriculture Science curriculum throughout the entire course, the list of animals that may reside and / or visit the classroom may include but is not limited to the following.

- |                                      |   |                                   |
|--------------------------------------|---|-----------------------------------|
| <input type="checkbox"/> Cat         | <input type="checkbox"/> Bird                 | <input type="checkbox"/> Ferret   |
| <input type="checkbox"/> Guinea Pig  | <input type="checkbox"/> Dog                  | <input type="checkbox"/> Rabbit   |
| <input type="checkbox"/> Hamster     | <input type="checkbox"/> Reptile or amphibian | <input type="checkbox"/> Rat      |
| <input type="checkbox"/> Mouse       | <input type="checkbox"/> Gerbil               | <input type="checkbox"/> Chickens |
| <input type="checkbox"/> Turkeys     | <input type="checkbox"/> Cows                 | <input type="checkbox"/> Horses   |
| <input type="checkbox"/> Goats       | <input type="checkbox"/> Sheep                | <input type="checkbox"/> Pigs     |
| <input type="checkbox"/> Llamas      | <input type="checkbox"/> Alpacas              | <input type="checkbox"/> Fish     |
| <input type="checkbox"/> Other _____ |   |                                   |

The following animals are prohibited in schools and will not be allowed in agricultural classrooms:

1. Venomous or toxin-producing animals (e.g., certain spiders, insects, reptiles, and amphibians);
2. Wild or exotic animals;
3. Mammals at high-risk for transmitting rabies (e.g., bats, raccoons, skunks, foxes, and coyotes);
4. Non-human primates;
5. Stray animals;
6. Aggressive or unpredictable animals;
7. Any animal in the Idaho Invasive Species List; and
8. Any animal considered inherently dangerous.

Students and parent(s)/guardian(s) need to be aware that animals will be handled in an appropriate manner and students will be taught safe behaviors and handling techniques. Human behaviors likely to provoke a dangerous reaction from the animals will not be tolerated in any agricultural classroom for any reason. Examples include, but are not limited to: screaming, rough handling, running, quick and unpredictable movement, and inattentiveness. Any unsafe behavior

by the student will be grounds for immediate removal from the activity and a resulting incomplete grade for participation and completion of the laboratory experience  
The building principal or designee will ensure that the District's policies and the following procedures for the use of animals in agricultural education programs are followed.

- Supervision will be provided for the entire student-animal contact session.
- A clean area for showing the animal(s) will be maintained.
- No food or drink will be allowed in the animal area.
- Students will be taught appropriate animal waste control will appropriately dispose of animal waste.
- Students will be expected to help care for the animals in the classroom, including waste disposal and cleaning and disinfecting animal housing areas.
- All students will be required to wash their hands and use sanitizer following each animal handling session.

Please complete and return this form to the teacher by                     (date)                    . If you have any questions or concerns, please feel free to contact                     (insert contact information)                    .

**To Be Completed by Parent/Guardian:**

I DO permit my student identified above to be exposed to the animal(s) listed above. I further agree to indemnify and hold harmless the School District and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of my student's exposure to the animal(s) listed above.

I DO permit my student identified above to be exposed to the animal(s) listed above with the following exceptions:

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I further agree to indemnify and hold harmless the School District and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of my student's exposure to the animal(s) listed above.

I DO NOT permit my student identified above to be exposed to the animal(s) listed above.

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Parent/Guardian Name (*please print*)

---

Parent/Guardian Signature

---

Date

---

Parent/Guardian Name (*please print*)

---

Parent/Guardian Signature

---

Date

*Note: If only one parent/guardian signs this form, please certify the following:*

I, \_\_\_\_\_ (parent/guardian), have full authority to sign and consent to this Permission Form and Release as an agent of any and all other parent(s) and/or legal guardian(s).

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**Procedure 2580-P(1): Use of Animals in Educational Programs -  
District Procedure on Dissection of Animals**

**Status:**

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

The following procedure applies to all animals used for dissection purposes.

Actor	Action	Time
Superintendent	Keeps a catalogue provided by building principals of all schools that house animals in schools.	Continuously
Building Principal	<p>Reviews requests to have animals housed in classrooms; approves or denies requests, and reports back to teacher and/or curriculum director;</p> <p>Ensures that that students objecting to dissections have the right to refrain, and the availability, if any, of an alternative;</p> <p>Reviews proof of purchase or transfer from supervising teacher of the animal to ensure it was not obtained from the wild;</p> <p>Works with the supervising teacher to confer on the manner and method of storage and feeding for the animal;</p> <p>Reviews permit, license, or other requirement associated with the animal, when applicable;</p> <p>Catalogs any and all animals that are brought into classroom. Provides catalogue to Superintendent;</p> <p>Reports any injury to parent/guardian, and oversees any procedure of removing animal from the classroom if necessary;</p>	Annually, when course offerings and descriptions are distributed to students
Curriculum Director	<p>Identifies:</p> <ol style="list-style-type: none"> <li>1. Which, if any, courses contain a dissection project, and</li> <li>2. The available alternative projects. Reports this information to the building principal;</li> </ol>	Throughout the curriculum development process

	<p>“Dissection” includes cutting, killing, preserving, or mounting of living or dead animals or animal parts for scientific study; it does not include the cutting, preserving, or mounting of:</p> <ol style="list-style-type: none"> <li>1. Meat or other animal products that have been processed for use as food or in the preparation of food, or</li> <li>2. Wool, silk, glue, or other commercial or artistic products derived from animals;</li> </ol> <p>Students who object to performing, participating in, or observing a dissection must be excused from classroom attendance without penalty;</p>	
<p>Supervising Teacher</p>	<p>Submits request to have a live animal in the classroom to building principal; provides proof of purchase/transfer as well as up to date vaccination and medical records of the animal; Complies with any licensure or permit requirements;</p> <p>Provides student permission forms and provides copies to students; consults with parents/guardians with regard to students who may have health concerns related to contact with or proximity of animals.</p> <p>Acts as primary caretaker of the animal; Provides formal classroom instruction to students regarding best sanitary and safety practices;</p> <p>Work with building principal to create procedures for the storage of food and feeding of animal;</p> <p>Properly disposes of animal waste;</p> <p>Reports any changes in location of the animal to the building principal;</p>	<p>Annually</p> <p>Annually</p> <p>Continuously</p>

	Reports injury caused by animal to building principal and directs student to appropriate medical care;	
Students	Notifies supervising teacher and building principal if they have difficulties associated with in-classroom animal;  If dissection is objectionable, asks the teacher to be excused from the dissection project and requests an alternative project;	Within the first 10 days of the course, if possible
All Staff Members	Do not penalize or discriminate against a student in any way for refusing to perform, participate in, or observe dissection.	Continuously

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**Legal References**

IC § 33-6001

**Description**

Parental Rights

**Cross References**

**Code**

2340

**Description**

[Controversial Issues and Academic Freedom](#)

2340-F(1)

[Controversial Issues and Academic Freedom - Parental Opt-Out Form for Sex Education](#)

2345

[Speakers in the Classroom and at School Functions](#)

2345-P(1)

[Speakers in the Classroom and at School Functions - Controversial Speakers Procedure](#)

2375

[Service Animals in School](#)

2585

[Use of Therapy Dogs in the District](#)

2585-F(1)

[Use of Therapy Dogs in the District - Therapy Dog Plan](#)

3370

[Searches and Seizure](#)

3370-P(1)

[Searches and Seizure](#)

## Board Policy 2585: Use of Therapy Dogs in the District

Status:

Original Adopted Date: | Last Reviewed Date:

**NOTE: This is an optional policy. A District is not required to recognize a Therapy Dog.**

The District recognizes that specially trained therapy dogs can provide educational and other benefits for District students and may allow such dogs to be used in schools, in accordance with this policy and with Policy 2580 Use of Dogs in Educational Programs.

A “therapy dog” is a dog that has been individually trained and certified or registered to work with its handler to provide emotional support, well-being, comfort, or companionship to District students. The dog must have a current American Kennel Club Canine Good Citizen certificate or equivalent acceptable to the Principal and Superintendent. Therapy dogs are individually trained and certified/registered to provide appropriate interactions with students and others at school. The dog must be well behaved and have a temperament that is suitable for interaction with students and others in a public school.

A “handler” is an adult who is responsible for caring for and supervising the therapy dog, which includes toileting, feeding, grooming, and veterinary care. Students shall not act as handlers.

The District is not obligated to supervise or otherwise care for a therapy dog. Therapy dogs are the personal property of a District employee or volunteer. Therapy dogs are not owned by the District. Therapy dogs are not “service dogs” as described in Policy 2375 Service Animals in Schools. They are also not emotional support dogs intended to provide comfort to a particular individual. This policy is not intended to, and does not, allow students, parents/guardians, staff, or others to bring emotional support dogs onto any District property.

### Therapy Dog Plan

District staff who wish to have therapy dogs made available to students shall submit a plan to the building principal. It must be resubmitted each year and any time a different therapy dog or handler will be used. The plan shall address all of the following topics:

1. The location for the therapy dog to be kept when the therapy dog is on campus is at the discretion of the building administrator. The building administrator may take into consideration the following conditions:
  - A. Direct access to the outdoors to permit the therapy dog to enter and exit the building without using the building’s interior hallways;
  - B. Free of an intake for the building ventilation system or an independent ventilation system; and
  - C. Non-porous surfaces, including carpet-free floors, for easy hair removal, cleaning, and sanitation.

2. The credentials of the proposed therapy dog and the organization that has certified them, including:
  - A. Proof the proposed therapy dog has received appropriate certification;
  - B. The credentials of the certification providers;
  - C. Proof the proposed therapy dog is current on all vaccinations.
  
2. Plans for interaction between the proposed therapy dog and students, including:
  - A. The students the therapy dog is intended to serve;
  - B. The anticipated goals for and intended uses of the therapy dog;
  - C. Proposed instruction to be provided to students on the appropriate behavior and treatment of the therapy dog;
  - D. How the staff member will accommodate students who are allergic to the dog, fearful of the dog, or whose parents do not give permission for the student to interact with the dog.
  
2. Plans for care and supervision of the therapy dog, including:
  - A. The identity and credentials of the handler;
  - B. The credentials of the providers of the handler's training;
  - C. Proposed schedule for the handler to provide necessary care for the therapy dog, including exercise, feeding, watering, toileting, and any necessary cleanup; and
  - D. Proof of an insurance policy that provides liability coverage for the therapy dog while on District property.

The building principal may reject a proposal for any reason, and shall reject the proposal if:

1. It does not meet the requirements of this policy;
2. The building principal does not consider the benefit to outweigh the risks and costs;
3. The building principal believes that the time required to care for the therapy dog is inconsistent with the assigned duties of the school employee/handler; or
4. The proposal is otherwise inconsistent with the needs of the school.

The principal shall submit any proposal the principal desires to be approved to the Superintendent or their designee for final review. The Superintendent or designee may approve or reject the proposal.

Approval of any therapy dog program may be suspended or ended at any time by the building principal or Superintendent for reasons including, but not limited to any violation of District policy, the administrator's determination that the dog's presence interferes with the educational process, or the administrator's determination that the handler or dog have behaved in an unprofessional or unsafe manner.

District employees shall not receive any additional pay, stipend, or compensation for providing the therapy dog or for being the handler and/or the owner of the therapy dog. The supervision and care of the approved therapy dog is solely the responsibility of the therapy dog handler when the therapy dog is on District property. The therapy dog handler will assume full responsibility and liability for any damage to District property or injury to District staff, students, or others while the therapy dog is on District property. The therapy dog handler must maintain an insurance policy that provides liability coverage for the therapy dog while on District property.

Appropriate identification as a therapy dog will be kept with the handler at all times when on District property. The therapy dog shall be required to wear a vest, collar, or other article identifying them as a therapy dog and distinguishing them from a service dog. The therapy dog shall be under the control of the handler(s) at all times, and shall be required to be kept on a leash.

The therapy dog shall only be allowed in areas authorized by the building principal. If any student or school employee assigned to a classroom in which a therapy dog is permitted suffers an allergic reaction to the therapy dog, the handler of the dog will be required to remove the dog to a different location designated by an administrator. Therapy dogs shall not attend field trips.

A student shall not schedule or attend a session with the therapy dog and the student shall not have contact with the dog without a completed Form 2580F Student Permission for Exposure to Dogs on file.

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### Cross References

<b>Code</b>	<b>Description</b>
2375	<a href="#"><u>Service Animals in School</u></a>
2580	<a href="#"><u>Use of Animals in Educational Programs</u></a>
2580-P(1)	<a href="#"><u>Use of Animals in Educational Programs - District Procedure on Dissection of Animals</u></a>
2580-F(1)	<a href="#"><u>Use of Animals in Educational Programs - Student Permission for Exposure to Animals(s)</u></a>

**Minidoka County Joint School District #331**

**INSTRUCTION**

**2585F**

Therapy Dog Plan

Name of Handler: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Contact Number: \_\_\_\_\_

Therapy Dog Breed: \_\_\_\_\_

Name of Dog: \_\_\_\_\_

Age: \_\_\_\_\_ Weight: \_\_\_\_\_ Color: \_\_\_\_\_

Please provide a brief description of the services or functions the Therapy Dog will be providing:

\_\_\_\_\_  
\_\_\_\_\_

School site to visit: \_\_\_\_\_

Which students do you intend for the dog to serve? \_\_\_\_\_

\_\_\_\_\_

How will students be instructed on appropriate behavior around and treatment of the dog?

\_\_\_\_\_

How will you accommodate students who are allergic to the dog, afraid of the dog, or for whom permission to have contact with the dog has not been given?

\_\_\_\_\_

Rooms or Areas of the School the Dog Will Visit or Be Kept: \_\_\_\_\_

\_\_\_\_\_

Dates of Visit: \_\_\_\_\_

By signing below, I am affirming that I have read and understand Policy 2585. I will abide by the terms of this policy.

I understand permission for this proposal may be revoked for reasons including, but not limited to the following:

1. Expiration of the therapy dog's certification;
2. An allergic reaction by a student the therapy dog;
3. Failure of the handler to maintain control of the therapy dog;
4. The therapy dog is not housebroken;
5. Unsafe or unprofessional behavior by the handler or therapy dog;
6. The presence of the therapy dog interferes with the educational process;
7. Violation of Policy 2585 or any other District policy.

I understand I am responsible for any and all damage to District property or personal property, and any injuries caused by my therapy dog. I also understand that the district is not responsible for any costs related to my therapy dog. I agree to indemnify, defend, and hold harmless the District from and against any and all claims, actions, suits, judgments and demands brought by any party arising on account of, or in connection with, any activity of or damage caused by my therapy dog.

The following documentation must be included with this request form:

1. Proof of annual vaccinations;
2. Documentation of state and/or city/town licensure of my therapy dog – annual or as otherwise required by the local jurisdiction to own a dog;
3. Documentation from an American Kennel Club or other organization pertaining to my therapy dog's training;
4. Any relevant credentials held by the handler;
5. Annual Proof of insurance; and
6. A proposed schedule of when any necessary care of the dog that will take place at the school (exercise, feeding, watering toileting, etc.) will take place.

I understand that if this proposal is approved, the therapy dog will only be allowed on District property as described in the proposal. The therapy dog may only interact with students who have provided written permission.

Approval of this proposal may be revoked by the building principal or District Superintendent at any time.

---

Therapy Dog Owner Signature

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Date

\_\_\_\_\_ Approved    \_\_\_\_\_ Rejected

\_\_\_\_\_  
Building Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_ Approved    \_\_\_\_\_ Rejected

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date

**Board Policy 2600: Promotion/Retention****Status:****Original Adopted Date: | Last Reviewed Date:**

As students of Minidoka County Joint School District No. 331 receive credit and advance academically, they will be promoted or advanced to different grade levels and schools.

Students in grades 1 to 5 shall be promoted to the next grade if the building principal recommends that they be promoted. The building principal, after consultation with parents, teachers, counselors, and other pertinent consultants, shall have the prerogative to retain a student.

Grade promotion will be based on academic readiness, growth, and proficiency and not solely on social factors.

Each school will develop appropriate procedures to implement this policy, as well as to promote academic excellence and best practices for all students. Students and their parents/guardians have the right to appeal any promotion or retention decision via the District’s grievance policy.

**Cross References**

<b>Code</b>	<b>Description</b>
2605	<a href="#">Advancement Requirements (6 through 9)</a>
4120	Uniform Grievance Procedure

The District has established a set of advancement requirements for 6th through 9th grade students which will act as a guide in helping students move methodically and purposefully on a course that will eventually lead to high school graduation. Therefore, the District sets the following advancement requirements:

1. To advance to the 7th grade, students must earn at least 80 percent of the credits attempted in 6th grade and be in compliance with the District's attendance policy.
2. To advance to the 8th grade, students must earn at least 80 percent of the credits attempted in 7th grade and be in compliance with the District's attendance policy.
3. To advance to the 9th grade, students must earn at least 80 percent of the credits attempted in 8th grade, complete instruction in career exploration, and be in compliance with the District's attendance policy.

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

1. The student and the counselor. If any modifications are made to the plan, the student's parent shall be provided with a revised copy of the plan.

Students denied credits due to attendance may appeal the loss of their credits to the building administrator or designee. Further appeals may be made to the District Board of Trustees.

To be considered for promotion to the next grade, students must earn

1. Two credits of math;
2. Two credits of English Language Arts;
3. At least one credit in science; and
4. One credit in social studies during a school year. In order to receive credit, students must achieve a grade of 60% (D- or better) in any class and not miss more than 10% of the class time—seven days—each semester.

Students who have failed more than 20 percent of the courses attempted in the 6th, 7th, or 8th grade may make up the credits needed to achieve the minimum portion of credits attempted. Students and their parents/guardians will be responsible for initiating all credit recovery. The middle schools will assist students and parents/guardians in choosing the most appropriate alternative method for each individual. All materials for credit recovery must be submitted to the school by no later than August 1, prior to the beginning of the next school year.

Students must use at least two of the following alternate methods to recover credits:

1. Forfeit an elective and retake the failed credit during the school year along with the next course in the sequence.
2. Attend and complete summer school with a grade of 60% (D- or better).
3. Pass an online or correspondence class and present a transcript demonstrating completion with a grade of 60% (D- or better). All online and correspondence classes must be preapproved by the building administrator or designee.
4. Retake the exit exam and pass with a grade of 60% (D- or better).
5. Demonstrate a proficient score on the ISAT Idaho Student Achievement Test in the deficient subject area(s).

The Individualized Education Plan (IEP) teams for qualified Special Education students may establish alternate credit requirements or accommodations to credit requirements as are deemed necessary for the student to become eligible for promotion to the next grade level.

The Educational Learning Plan (ELP) team for a student with limited English proficiency may establish alternate credit requirements or accommodations to credit requirements as are deemed necessary for the student to become eligible for promotion to the next grade level.

All alternative requirements or accommodations will be clearly outlined for IEP and ELL students.

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**Legal References**

IDAPA 08.02.03.104

**Description**

Career Exploration Instruction

IDAPA 08.02.03.107

Middle Level Credit System

**Cross References****Code**

2600

**Description**

[Promotion/Retention](#)

3050

[Attendance Policy \(Alternatives\)](#)

## Board Policy 2620: Grading and Progress Reports

Status:

Original Adopted Date: | Last Reviewed Date:

It is the policy of the Board of Trustees of Minidoka County Joint School District No. 331 that a student's grade should reflect their learning, their knowledge of the content, and their participation in the classroom. The Board believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the responsibility to keep parents informed of student welfare and progress in school.

The issuance of grades and progress reports on a regular basis serves as the basis for continuous evaluation of the student's performance and for determining changes that should be made to effect improvement. These reports shall be designed to provide information that will be helpful to the student, teacher, counselor, and parent.

The Board directs the Superintendent to establish a system of reporting student progress and shall require all staff members to comply with such a system as part of their teaching responsibility. Staff members, parents, and teachers shall be involved.

A minimum of one grade per week should be entered in the grade book for class assignments or examinations.

### Class Examinations

The Board believes that a student's grade must be substantiated in part by class examinations. The content and design of class examinations shall be left to the discretion of the teacher. Class examinations shall cover academic material only, and end of course examinations will not include materials not covered in class. Class examinations shall be graded in a timely manner and entered into the gradebook within one week.

### Elementary Grading

Standards-based grading is used at the elementary level for teachers to track student progress and achievements toward mastery of grade level standards. Teachers shall focus on student learning, and student grades shall be based on demonstrated understanding and mastery of specific skills and concepts.

The elementary grading scale shall include the following categories:

1. Student is able to meet grade level expectations, completing work independently.
2. Student requires teacher support to meet grade level expectations
3. Student is unable to meet grade level expectations.

### Secondary Grading Scale

At the secondary level, final grades and grade point averages (GPA) are computed using the following grades:

Grading Scale		Grade Points
A	93-100	4.00 points
A-	90-92	3.67 points
B+	87-89	3.33 points
B	83-86	3.00 points
B-	80-82	2.67 points
C+	77-79	2.33 points
C	73-76	2.00 points
C-	70-72	1.67 points
D+	67-69	1.33 points
D	63-66	1.00 point
D-	60-62	1.00 point
F	59 Below	0 points
P		1.00 point
NC		No Credit
FA		Failure Due to Attendance

When students repeat a course, only the highest grade will appear on the transcript and will be used in calculation of grade point average.

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## **Board Policy 2621: Grading Alternative for Extenuating Circumstances**

**Status:**

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

This policy shall apply only to secondary students facing extenuating circumstances, such as students who have been diagnosed physical or social/emotional health impairments and students who travel with family for extended periods and are able to successfully maintain their coursework while being absent from class.

### Grading Alternative for Extenuating Circumstances

Extenuating circumstances will be reviewed on an individual student basis. Students who meet the following criteria may be eligible to receive an end-of-course grade, regardless of the number of days in attendance.

1. The student demonstrated their knowledge of the content of a given course of study on assignments, quizzes, and tests (including an end-of-course assessment).
2. The student achieved an overall passing grade consistent with the grading policy outlined in their student handbook.

If a student has lost credit due to one of the established criteria outlined by the school for extenuating circumstances, the student may apply for alternative grading by completing a Grading Alternative Request Form.

Students who do not meet the school's established criteria for extenuating circumstances and whose grade does not meet the grading policy outlined in their student handbook shall be given an opportunity to recover credits or complete an alternate mechanism in order to receive credit.

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**Board Policy 2625: Parent-Teacher Conferences**

**Status:**

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

Parent-teacher conferences have been adopted by the District as a means of reporting student progress to parents/guardians in grades K through 12. These conferences are to serve as a two-way method of face-to-face communication for the benefit of the child. They should not necessarily be confined to reporting, but may be planned for any occasion that will be helpful to the teacher, the child, and the parent/guardian. They should afford an opportunity for sharing information and views designed to promote the welfare of the child.

The schedule of conferences, the number of conferences, and general details shall be worked out to meet the needs of the parents/guardians, teachers, and students.

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**Board Policy 2630: Homework**

**Status:**

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

Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement, but also develop self-discipline associated with good working habits. As an extension of the classroom, homework must be planned and organized, must be viewed as purposeful to the students, and should be evaluated and returned to students in a timely manner.

Teachers may give homework to students to aid in the students’ educational development. Homework should be an application or adaptation of a classroom experience and should not be assigned for disciplinary purposes.

Assigned homework shall be reasonable, conducive to the students’ learning habits, and compatible with the unit's objective. Homework should vary according to the grade level and maturity of the students.

It shall be the building principal's responsibility to interpret this policy, ensure teachers are trained on it, and to ensure compliance.

## Board Policy 2640: Mastery-Based Education

Status:

Original Adopted Date: | Last Reviewed Date:

The purpose of this policy is to [~~OPTIONAL: allow schools to~~] provide opportunities for students to demonstrate the full extent of their knowledge and abilities, to offer appropriate credit for their efforts outside the normal classroom environment, and to allow for more personalized and differentiated learning. This process may allow a student to achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the District.

This policy [~~directs OR~~ permits] District schools to:

1. Offer flexibility as they meet each student's diverse needs, interests, and levels and rate of learning; and
2. Create additional options for students to demonstrate their mastery of course content.

"Mastery-based education" shall mean an education system where student progress is based on a student's demonstration of mastery of competencies and content, not seat time or the age or grade level of the student.

### Mastery-Based Education Plan

The Board directs the Superintendent to develop a plan that describes how the District or school will maintain a mastery-based approach to education. The plan may be developed with the input of teachers and other education stakeholders.

The plans shall include a process for determining mastery and awarding credit. Such rubrics and assessments shall be based on the Idaho Content Standards and the Idaho College and Career Readiness Competencies and Subskills. They may provide a variety of modes for a student to demonstrate mastery, including:

1. The successful completion of classroom or equivalent work, such as supervised independent study, extended learning experiences, or project-based learning.
2. Passing an appropriate exam;
3. Providing a portfolio of work or other assessment evidence;
4. Providing documentation of prior learning activities or experiences, such as through diplomas or transcripts from schools, colleges, or universities; awards; or letters attesting to the completion of the activity or experience; or
5. Some combination of the above.

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### Legal References

IC § 33-1632

IC § 33-6401 et seq.

IDAPA 08.02.03.105b

### Description

Mastery-Based Education

Extended Learning Opportunities

Mastery<sup>520</sup>

**Other References**

Idaho State Department of Education [Summary: Determining Mastery for Advancement, Grading, and Crediting](#)

**Description****Cross References****Code**

2700

2700-P(1)

**Description**

[High School Graduation Requirements](#)

[High School Graduation Requirements - Publication of Graduation Requirements](#)

## **Board Policy 2650: Credit Transfer and Assessment for Placement for Status: Students from Non-Accredited Private Schools, Including Homeschool**

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

### Grades 9-12

Requests for transfer of credit or grade placement from any non-accredited, nonpublic school, including homeschool, will be subject to examination and approval before being accepted by the District. This will be done by the receiving school's counselor or principal or, in the case of homeschools, by a credit evaluation committee consisting of a counselor, a staff member from each subject area in which credit is requested, and a school principal.

1. The credit evaluation committee will:
2. Document that the student has spent approximately the same number of classroom hours in homeschool as would have been spent in a regular class in the District;
3. Document that the student followed a curriculum essentially similar to that of a course for which credit is requested;
4. Document that in the event of a credit request is a lab, career technical, or music course, equipment and facilities were sufficient to meet required learning activities of the course; and
5. Require that a student has satisfactorily passed, in all courses in which a final exam normally is given, a final exam prepared and administered by a staff member in the District.

Credit from homeschools will be accepted only when a like course is offered in the District.

When the District grants credit for a course, the school transcripts will record courses taken in homeschools or non-accredited schools, including the title of the course, the school where the course was taken, and the grade the student received.

When calculating class rank, only courses taken in an accredited school will be used.

Students must meet the State of Idaho as well as Minico High School graduation requirements.

### Grades 1-8

Requests from parents/guardians of students in non-accredited, nonpublic schools, including homeschool, for placement in the District school system will be evaluated by an assessment-for-placement team. That team will include:

1. A school principal;
2. One teacher of the grade in which the student is being considered for enrollment; and
3. A counselor.

The assessment-for-placement team will cause the District-adopted norm-referenced test and/or an end-of-course assessment to be administered and scored. The assessment-for-placement team will take into account the following in its recommendation for grade placement:

1. Documentation that the non-accredited, nonpublic school has provided a number of hours comparable to the number of hours the student would have attended in a public or accredited private school;
2. Whether the student followed a curriculum similar to one that would have been provided in an accredited public or private school;
3. Whether the result of the end-of-the-year test indicates the student has mastered the skills the District team considers to be required; and
4. Whether the student achieved a National Counselor Examination (NCE) score of 40 or above on the Idaho Standard Achievement Test, or similar state assessment for students coming from out-of-state.

Parents/guardians of students in homeschools are encouraged to maintain a log documenting dates of instruction, content of instruction, amount of time spent on that instruction, scores on tests, and grades in all activities.

The District is not obligated to provide instructional materials for other public or private schools.

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## Board Policy 2700: High School Graduation Requirements

Status:

Original Adopted Date: | Last Reviewed Date:

The Board shall award a regular high school diploma to every student enrolled in the District who meets the requirements of graduation established by the District. The official transcript will indicate the specific courses taken and level of achievement.

The Board shall establish graduation requirements which, at a minimum, satisfy those established by the State Board of Education. Generally, any change in graduation requirements promulgated by the Board will become effective for the next class to enter 9th grade. Exceptions to this general rule may be made where it is determined by the Board that the proposed change in graduation requirements will not have a negative effect on students already in grades 9 through 12. The Board shall consider and vote on whether to approve graduation requirements as recommended by the Superintendent.

A student who has an Individualized Education Program (IEP) shall satisfy those competency requirements which are incorporated into the IEP. Satisfactory completion of the objectives incorporated into the IEP shall serve as the basis for determining completion of a course.

A student may be denied participation in graduation ceremonies. If a student has unpaid fees/fines, instructional materials, uniforms, athletic equipment or other personal property of the district, the student will not be allowed to “walk” in graduation, but will receive a diploma. ~~Such exclusion shall be regarded as a school suspension. In such instances, the diploma will be awarded after the official ceremony has been held.~~

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### Legal References

Legal References	Description
IC § 33-1614	Financial Literacy
IC § 33-4601	Advanced Opportunities - Definitions
IC § 33-6101 et seq.	Opportunities for College and Career Ready Students
IDAPA 08.02.01.250.02	Required Attendance
IDAPA 08.02.01.350	Early Graduation
IDAPA 08.02.03.105	High School Graduation Requirements

### Cross References

Code	Description
2435	<a href="#">Advanced Opportunities</a>
2435-F(1)	<a href="#">Advanced Opportunities - Participation Form</a>

2440	<a href="#"><u>Online Courses and Alternative Credit Options</u></a>
2460	<a href="#"><u>Extended Learning Opportunities</u></a>
2610	<a href="#"><u>Advancement Requirements (9 through 12)</u></a>
2640	<a href="#"><u>Mastery-Based Education</u></a>
2705	<a href="#"><u>Military Compact Waiver</u></a>
2710	<a href="#"><u>High School Graduation Requirements—Specialty Diplomas</u></a>

**Procedure 2700-P(1): High School Graduation Requirements - Publication of Graduation Requirements** **Status: ADOPTED**

Original Adopted Date: 06/01/2023 | Last Revised Date: 01/03/2025 | Last Reviewed Date: 01/03/2025

Prior to registering for high school, each student will be provided with a copy of the current graduation requirements. Graduation requirements shall also be included in the student handbook.

Credits

~~Students shall be expected to earn a total of \_\_\_\_\_ semester credits (Note: A minimum of 46 semester credits (1 semester equaling ½ year) is required) in in order to complete graduation requirements. The forty-six (46) credits must include twenty-nine (29) semester credits in core subjects as identified below.~~ Special education students who have successfully completed their IEP leading to completion of high school will be awarded a diploma.

~~The core of instruction is 29 semester credits:~~

Secondary Language Arts and Communication			9 credits
	English (language study, composition, literature)	8 credits	
	Speech or Debate	1 credit	
Mathematics			6 credits*
	Algebra I (or meets Algebra I standards)	2 credits	
	Geometry (or meets Geometry standards)	2 credits	
	Secondary Mathematics of the student's choice	2 credits	
<p>Dual credit engineering and computer science courses aligned to the state standards for grades 9 through 12, including AP Computer Science and dual credit computer Science courses may be counted as mathematics.</p> <p><i>*Students who choose to take Computer Science and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit</i></p>			

Science		
Secondary Science		6 credits*
*(4 credits shall be laboratory sciences)		
Up to 2 credits in dual credit engineering and computer science courses aligned to the state standards for grades 9 through 12, including AP Computer Science, Dual Credit Computer Science, may be used as science credits.  <i>*Students who choose to take computer science and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit.</i>		
Social Studies		5 credits
Government	2 credits	
US History	2 credits	
Economics and Financial Literacy	1 credit	
<u>Digital Literacy</u>	<u>-1 credit</u>	
Arts and Humanities		2 credits
Interdisciplinary humanities, visual and performing arts, or foreign language	2 credits	
Health/Wellness		1 credit*
*Each student shall receive a minimum of 1 class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course.		

If a middle school student completes any required high school course with a grade of C-D or higher before entering the 9th grade, and if that course meets the same standards that are required in high school and the course is taught by a teacher certified to teach high school content, then the student has met the high school content area requirement for such course. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. The student's parent or guardian shall be notified in advance when credits are going to be transcribed. However, the student's parent or guardian may elect to not have the credits and grade transferred to the student's high school transcript. The student still must complete the required number of credits in all high school core subjects identified above in addition to the courses completed in middle school.

### Senior Project

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

Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to satisfy this requirement.  
Idaho Standards Achievement Tests (ISAT)

In addition to obtaining the necessary credits as outlined above, a student will take the Idaho Student Achievement Test (ISAT) as defined by State Board of Education rules.

### Civics Test

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

Any student who participates in a United States Government and Politics course and an associated college credit-bearing examination shall be deemed to have met this requirement.

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

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

### Waiver of Requirement

Graduation requirements generally will not be <sup>528</sup>waived except as outlined in the Early Achievement of College/Career Readiness and Flexible Schedule portion of this policy. However, in rare and

unique hardship circumstances, the principal may recommend, and the Superintendent may approve, minor deviation from the graduation requirements.

### Alternative Programs

Credit toward graduation requirements may be granted for planned learning experiences from accredited programs, such as summer school, college and university courses, correspondence courses, online/virtual courses, extended learning opportunities, and mastery-based education.

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

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

### Honor Roll

A student must have a minimum GPA of 3.5 (Minico) 3.0 (Mt. Harrison) to be placed on the honor roll. Specific information regarding honors at graduation is included in the student handbook.

### Class Rank (GPA)

Class rank is compiled from semester grades. Courses not eligible for GPA are designated with an asterisk on the report card.

### Early Completion of Graduation Requirements

A student who completes all of the graduation requirements set forth above prior to the completion of eight semesters of school attendance in grades 9 through 12 may petition the Superintendent and Board for early graduation by submitting such a petition to the Superintendent through the building principal. The Superintendent shall submit the petition to the Board for endorsement and approval at the end of the quarter preceding the requested graduation date.

### Early Achievement of College/Career Readiness and Flexible Schedule

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

1. Is at least 16 years of age;
2. Maintains a cumulative 3.5 grade point average;
3. Obtains permission from a parent/guardian, if under the age of 18;
4. Achieves a college and career readiness score;
5. Files the following with the school:
  - A. Notification of their intent to take a flexible schedule OR graduate early;
  - B. The student's participation portfolio; and
  - C. An essay of at least one page explaining why the student wishes to have a flexible schedule which must include the future plans using the flexible schedule or early

graduation;

6. Completes the following:

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

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

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

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

The Superintendent is authorized to create any procedures necessary to assist students to achieve early graduation or flexible schedule as well create incentives for participation in any early graduation program. Students who opt for a flexible schedule may apply for Advanced Opportunities funding. Existing programs providing incentives to complete coursework early are described in Policy 2435 Advanced Opportunities.

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### Legal References

Legal References	Description
IC § 33-1614	Financial Literacy
IC § 33-4601	Advanced Opportunities - Definitions
IC § 33-6101 et seq.	Opportunities for College and Career Ready Students
IDAPA 08.02.01.250.02	Required Attendance
IDAPA 08.02.01.350	Early Graduation
IDAPA 08.02.03.105	High School Graduation Requirements

### Cross References

Code	Description
2435	<a href="#">Advanced Opportunities</a>
2435-F(1)	<a href="#">Advanced Opportunities - Participation Form</a>
2440	<a href="#">Online Courses and Alternative Credit Options</a>
2460	<a href="#">Extended Learning Opportunities</a>

2610	<u>Advancement Requirements (9 through 12)</u>
2640	<u>Mastery-Based Education</u>
2705	<u>Military Compact Waiver</u>
2710	<u>High School Graduation Requirements—Specialty Diplomas</u>

## Procedure 2700-P(2): Senior Project

Status:

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

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

Homeroom teachers will serve as the student advisors for the senior project. The Senior project proposal will begin during the sophomore year for current students or upon transfer to the District, if later. The project proposal shall begin after students have participated in the Idaho Career Information System (CIS). Each school will supply a Senior Project Booklet/Packet, which will contain additional information, checklists, guidelines, and tentative due dates.

The project proposal is a one-page flyer explaining the project's purpose.

The process paper will be completed during the student's senior year. The paper will prove a specific thesis. The paper will need to follow the style guide required by the school and meet the school's minimum length requirements. The paper must also include a reference page.

The project must meet the following requirements:

1. No Eagle Scout or 4-H Projects will be accepted;
2. It must be an individual project, not a group project;
3. Students must not be compensated for the project;
4. The student's mentor cannot be one of their relatives;
5. The project must include research;
6. The project must relate to one of the National Career Clusters.

The senior project must include a portfolio of completed work compiled throughout the senior project process.

It must also include a presentation of three to five minutes given to a board of judges. A community open house will be held for project presentations along with a talent show for performing arts projects.

Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to satisfy this requirement.

Idaho Standards Achievement Tests (ISAT)

In addition to obtaining the necessary credits as outlined above, a student will take the Idaho Student Achievement Test (ISAT) as defined by State Board of Education rules.

## Board Policy 2705: Military Compact Waiver

Status:

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

The State of Idaho is one of numerous states across the country that are members of the Interstate Compact on Educational Opportunity for Military Children. As a school district within the State of Idaho subject to the laws of the State of Idaho, the District shall follow the requirements of the Compact when enrolling student for whom the Compact applies.

### Purpose

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success for children of military families due to frequent relocation and deployment of their parents. The Compact facilitates educational success by addressing

1. Timely student enrollment;
2. Student placement;
3. Qualification and eligibility for curricular, co-curricular, and extracurricular programs;
4. Timely graduation; and
5. The facilitation of cooperation and communication between various member states' schools.

### Applicability

This Compact applies only to children of:

1. Active duty members of the uniformed services, including members of the National Guard and Reserve on active duty orders. For application of this section the parent must be on full time duty status in the Army, Navy, Air Force, Marine Corps, Coast Guard, or the Commissioned Corps of the National Oceanic and Atmospheric Administration and Public Health Services;
2. Veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and
3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

### Educational Records and Enrollment

1. **Hand Carried/Unofficial Educational Records:** In the event that official educational records cannot be released to a parent for the purpose of school transfer, the custodian of records from the sending school shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission.

Upon receipt of the unofficial educational records, the District shall enroll and appropriately place the student based upon the information the school receives in the unofficial educational records, pending validation by the official records, as soon as possible.

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2. **Official Educational Records/Transcripts:** At the time of enrollment and conditional placement of a qualifying student at the District, the District shall request the student's

official educational records from their last school of attendance.

A school receiving such a request shall process the official educational records request and furnish such within a period of ten days, or within the timeline determined to be reasonable by the Interstate Commission.

3. **Immunizations:** The District shall provide a period of 30 days from the date of enrollment, or such other time frame as determined by the rules of the Interstate Commission, within which students may obtain any immunizations required by the District. Where the District's requirements include a series of immunizations, initial vaccinations must be obtained within 30 days, or within the timeline determined to be reasonable by the Interstate Commission. Exemption from these immunization requirements is available as described in Policy 3525 and IC 39-4802.
4. **Kindergarten and 1st Grade Entrance Age:** Students shall be allowed to continue their enrollment at grade level at the District, commensurate with their grade level from their receiving school, including kindergarten, at the time of transition. However, the provisions of IC 33-201 regarding attaining the age of five on or before the first day of September for enrollment in kindergarten, and attaining the age of six on or before the first day of September or having attained the age of five and having completed a private or public out of State kindergarten for the required 450 hours for enrollment in first grade, shall continue to apply.

A student who has satisfactorily completed the prerequisite grade level in the sending school shall be eligible for enrollment in the next highest grade level in the District, at the receiving school, regardless of age.

A student who is transferring into the District after the start of the school year shall enter the District on the student's validated grade level from an accredited school in the sending state.

### Placement and Attendance

1. **Course Placement:** Upon transfer of a qualifying student, the receiving District shall place the student in courses consistent with the student's courses in the sending school and/or the school's educational assessments.

Course placement includes, but is not limited to honors, international baccalaureate, advanced placement, vocational, technical, and career pathways courses.

Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. This requirement does not preclude the District from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s).

2. **Educational Program Placement:** The District shall initially honor placement of the student in educational programs based on current educational assessments conducted at the sending school or participation/placement in similar programs at the sending school.

Educational program placement includes, but is not limited to, gifted and talented programs and English as a second language. This requirement does not preclude the District from performing subsequent evaluations to ensure appropriate placement of the student.

3. **Special Education Services:** In compliance<sup>534</sup> with the federal requirements of the Individuals with Disabilities Education Act, the District, as the receiving school, shall initially provide

comparable services to a student with disabilities based on their current Individual Education Plan.

In compliance with Section 504 of the Rehabilitation Act and with Title II of the Americans with Disabilities Act, the District, as the receiving school, shall make reasonable accommodations and modifications to address the needs of incoming students with disabilities consistent with his or her existing 504 or Title II Plan.

This does not preclude the District, as the receiving school, from performing subsequent evaluations to ensure appropriate placement and/or accommodations are made for the student.

4. **Placement Flexibility:** The District's administration shall have the flexibility to waive course and program prerequisites or other preconditions for placement in courses and programs offered by the receiving District.
5. **Absences Relating to Deployment Activities:** A student whose parent/legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment in a combat zone or combat support position, shall be granted additional excused absences at the discretion of the District's Superintendent to visit with their parent/legal guardian relative to such leave or deployment of the parent/guardian.

### Eligibility

1. **Eligibility for Enrollment:** A special power of attorney pertaining to the guardianship of a student of a military family and executed under applicable law shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.

The receiving District shall not charge tuition to a transitioning military student placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent.

A transitioning military student, placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which they were enrolled when residing with the custodial parent.

2. **Eligibility for Extracurricular Activity Participation:** The District shall facilitate the opportunity for transitioning military students' inclusion in extracurricular activities, regardless of application deadlines, to the extent the student is otherwise qualified.

### Graduation

In order to facilitate the on-time graduation of children of military families, the receiving District shall follow this process:

1. **Graduation Course Requirements – Waiver:** The receiving District's Administration, through the Superintendent or designee, shall waive specific courses that are required for graduation if similar coursework has been satisfactorily completed at another school.

If the District does not waive the specific course requirement for graduation, the District shall provide a reasonable justification for the denial. This justification shall be provided to the parent/legal guardian in writing.

If the receiving District does not waive the specific course requirement for graduation and the student would have otherwise qualified to graduate from the sending school, the receiving District shall provide an alternative means of acquiring required course work to ensure that the student's graduation will occur on time.

2. **Exit Exams:** In lieu of testing requirements for graduation at the receiving District, the District and the State of Idaho shall accept any or all of the following:
  - A. Exit exams or end-of-course exams required for graduation from the sending school;
  - B. National norm-referenced achievement tests; or
  - C. Alternative testing.

In the event the above alternatives cannot be accommodated by the receiving District for a student transferring during their senior year, subsection 3, below, shall apply.

3. **Transfer During Senior Year of High School:** Should a military student transferring at the beginning of or during the senior year be ineligible to graduate from the receiving District after all alternatives have been considered, the sending school and the receiving District shall ensure the receipt of a diploma from the sending school if the student meets the graduation requirements of the sending school.

In the event that one of the states in question is not a member of this Compact, the member state shall use best efforts to facilitate the on-time graduation of the student.

#### Conflicts

All state laws and District policies that conflict with this policy and/or in conflict with the Compact are superseded to the extent of the conflict.

#### Cooperation

The receiving District, through its administrative agents, shall timely cooperate with all State agency inquiries and other District or school inquiries relating to a student who is covered by the Compact.

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<b>Legal References</b>	<b>Description</b>
IC § 33-5701	Interstate Compact on Educational Opportunity for Military Children
IC § 39-4802	Immunization Exemptions
IDAPA 08.02.03.105	High School Graduation Requirements

<b>Cross References</b>	
<b>Code</b>	<b>Description</b>
2700	<a href="#">High School Graduation Requirements</a>
2700-P(1)	<a href="#">High School Graduation Requirements - Publication of Graduation Requirements</a>



## **Board Policy 2710: High School Graduation Requirements—Specialty Status: Diplomas**

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

### STEM Diploma

The Board may award a STEM Diploma to every student enrolled in the School District who meets the requirements of graduation established by the School District and also completes the following:

1. Eight credits in mathematics;
2. Eight credits in science; and
3. Five credits in the students' choice of any or all subjects of science, technology, engineering, or mathematics.

Students who have completed eight or more credits in mathematics that include algebra II or a higher-level mathematics class before the student's senior year are not required to take a mathematics class in the student's senior year.

The official transcript will indicate the specific courses taken and level of achievement.

### Bi-Literacy Diploma

The Board may award a Bi-Literacy Diploma to every student enrolled in the School District who meets the requirements of graduation established by the School District, demonstrates proficiency in English, and meets one of the following requirements:

1. Passes a foreign language advanced placement exam with a score of 3 or higher; or
2. Passes an international baccalaureate examination with a score of 4 or higher; or
3. Demonstrates intermediate mid-level proficiency or higher in the world language based on the American Council on the Teaching of Foreign Language (ACTFL) proficiency guidelines; or
4. Qualifies for four competency-based credits by demonstrating proficiency in the world language at the intermediate mid-level or higher based on the ACTFL guidelines; or
5. Demonstrates proficiency in speaking, writing, and reading the world language through other national or international assessments approved by the State Board of Education.

To receive this specialty diploma, students are not required to complete more than the total credits required to graduate.

### Workforce Readiness and Career Technical Education Diploma

The Board may award a Workforce Readiness and Career Technical Education Diploma to every student who successfully completes all minimum graduation requirements as well as the following:

1. Successfully passed a technical skills assessment;
2. Successfully passed the workplace readiness assessment; and

3. Demonstrated competency in career technical education program standards as identified with “Skillstack” or a successor program and earned the workforce readiness badge or an industry certification approved by the Division of Career Technical Education for this purpose.

To receive this specialty diploma, students are not required to complete more than the total credits required to graduate. A student may earn their last year of Math and English credits through a practical math or technical writing course.

Each student is encouraged to earn a relevant industry certification.

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<b>Legal References</b>	<b>Description</b>
IC § 33-523	STEM Diploma
IC § 33-524	Biliteracy Diploma
IC § 33-526	Workforce Readiness Diploma
IDAPA 08.02.01.250.02	Required Attendance
IDAPA 08.02.01.350	Early Graduation
IDAPA 08.02.03.105	High School Graduation Requirements
IDAPA 08.02.03.1802	STEM Diploma Math Exemption
<b>Cross References</b>	
<b>Code</b>	<b>Description</b>
2700	<a href="#">High School Graduation Requirements</a>
2700-P(1)	<a href="#">High School Graduation Requirements - Publication of Graduation Requirements</a>

## Board Policy 2720: Participation in Commencement Exercises

Status:

Original Adopted Date: | Last Reviewed Date:

### Statement of Policy

A student's opportunity to participate in the commencement exercises of the District's graduating class is a privilege. As such, participation in this ceremony is reserved for those members of the graduating class who have completed all of the State and local requirements for graduation before the date of the ceremony. If a student has unpaid fees/fines, instructional materials, uniforms, athletic equipment or other personal property of the district, the student will not be allowed to "walk" in graduation, but will receive a diploma. Students who complete their requirements after the date of commencement exercises will receive their diploma at that time.

### Organization and Content of Commencement Exercises

The school administration shall exercise plenary control over all aspects of any graduation ceremony held within the District. The school administration may invite graduating students to participate in high school graduation exercises according to academic class standing or class officer status. Any student who, because of academic class standing, is requested to participate may choose to decline the invitation.

Students selected to participate may choose to deliver an address, poem, reading, song, musical presentation, or any other pronouncement of their choosing. The principal shall review and approve the student's address, poem, reading, song, musical presentation, or any other pronouncement of their choosing prior to its presentation to the audience attending the graduation ceremony to ensure that there is no conflict with the Establishment Clause found in the First Amendment to the United States Constitution, The Idaho Constitution, or the laws of the State of Idaho.

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### **Legal References**

IC § 33-1603

IC § 33-512

IC § 67-5909

Id. Const. art. IX, § 6

US Const. amend. I, cl. 1-2

### **Description**

Sectarian Instruction Forbidden

District Trustees - Governance of Schools

Commission on Human Rights - Acts Prohibited

Religious Test and Teaching in School Prohibited

Free Exercise and Establishment Clauses of the First Amendment

## Board Policy 2800: Objectives

Status:

Original Adopted Date: | Last Reviewed Date:

### Accreditation Standards

The Board will comply with all accreditation standards established by the State Board of Education. The District uses the standards of the Northwest Accreditation Commission for secondary education, serving grades 9 through 12, as required by law. Accreditation is voluntary for elementary schools, grades K through 8.

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

### Continuous Progress Education

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

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

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

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

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### **Legal References**

IC § 33-119

### **Description**

Accreditation of Secondary Schools – Standards for Elementary Schools

IDAPA 08.02.02.140

Accreditation

### **Cross References**

### **Code**

2100

### **Description**

[Curriculum Development and Assessment](#)

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