

Culdesac School Dist. #342

Home of the Wolves

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BOARD MEETING AGENDA
CULDESAC JOINT SCHOOL DISTRICT #342
SCHOOL LIBRARY
NOVEMBER 11, 2026 @ 6:00 p.m.

- Call to Order
- Flag Salute

Reports and Comments

- Superintendents Report
  -Budget Status Report (10-31-26)
  -Board/Staff Christmas Dinner 12-9-26 (4:45-5:45)
  -Student Achievement Report (SICA & ISIP)
- Principals Report
- Public Comments
- Board Comments

Consent Agenda

- Agenda
- Minutes
- Financial Report
- Current Bills

Action Items Agenda

- Unfinished Business
  -Second Reading Policy #101.8 – District Planning
  -Second Reading Policy #604.2 – K-3 Reading Intervention
  -Second Reading Policy #606.0 – Selection, Adoption, Use, and Removal of Curricular Materials
  -Second Reading Policy #606.1 – Learning Materials Review and Reconsideration
  -Second Reading Policy #606.2 – Request for Review and Reconsideration of Learning Materials Form

- New Business
  -First Reading of Policy # 502.2 – Certificated Personnel Employment
  -First Reading of Policy #502.3 – Informal Review
  -First Reading of Policy #506.0 – Student Teachers
  -Staff Considerations

Adjournment

OFFICIAL MINUTES
JOINT SCHOOL DISTRICT NO. 342
CULDESAC, ID 83524

The Board of Trustees held their regularly scheduled meeting in the Library of the School at 6:10 pm on Wednesday, October 14, 2026. Those in attendance were Trustees Andrew Renshaw, Eric Steigers, and Kim Bomar, Gilbert Abrego, Taushina Wilson, Principal Nicole Falk, Superintendent Alan Felgenhauer, and Clerk Nathan Weeks. Carol Hunt, Mindy Scrimsher, and Jackie Smith were in the audience.

ORDER/SALUTE
Chair Andrew Renshaw called the meeting to order at 6:00 pm and those present joined in the flag salute.

SUPERINTENDENT REPORT
- Budget Status (9/30/26) was reported.
- The ISBA Convention is scheduled for November 4-6.
- The board packets will be emailed next month since the mail is not working well.

PRINCIPAL'S REPORT
- Enrollment: PK, 5; K-6, 54; 7-8, 18; 9-12, 17; dual enrolled, 1; total of 95
- Gear Up Cool Speak Presentation
- Parent Teacher Conferences on October 20 and 21
- Red Ribbon Week, October 26-29
- Region 2 State Department of Education Professional Development was well attended

PUBLIC COMMENTS
- Carol Hunt talked about the progress of reading and A/R tests, recent threats were taken seriously and it was appreciated
- Mindy Scrimsher also appreciated the recent threats being taken seriously

BOARD COMMENTS
- Taushina Wilson went to the ISBA Region 2 meeting
- Andrew Renshaw appreciated the staff handling the recent situation

CONSENT AGENDA
- Agenda
- Minutes
- Financial Report
- Current Bills

Trustee Eric Steigers moved to approve the Consent Agenda as presented, second by Trustee Kim Bomar, Motion carried.

AGENDA ACTION ITEMS

Unfinished Business

- Second Reading of Policy 112.0 – Elections
The policy was discussed. Trustee Kim Bomar moved to adopt the second reading of Policy 112.0 – Elections, second by Trustee Gilbert Abrego, Motion carried.

- Second reading of Policy 604.9 – District-Provided Virtual Instruction
The policy was discussed. Trustee Taushina Wilson moved to adopt the second reading of 604.9 – District-Provided Virtual Instruction, second by Trustee Kim Bomar, Motion carried.

- Second reading of Policy 213.0 – School Year, Calendar, and Instructional Hours
The policy was discussed. Trustee Kim Bomar moved to adopt the second reading 213.0 – School Year, Calendar, and Instructional Hours, second by Trustee Eric Steigers, Motion carried.

New Business

- Surplus Declaration - Desks
Trustee Kim Bomar moved to surplus the indicated items, seconded by Trustee Gilbert Abrego, Motion carried.

- First Reading of Policy 101.8 – District Planning
The Board discussed the proposed new policy. Chair Andrew Renshaw designated this as the first reading

- First Reading of Policy 604.2 – K-3 Reading Intervention
The Board discussed the proposed new policy. Chair Andrew Renshaw designated this as the first reading

- First Reading of Policy 606.0 – Selection, Adoption, Use, and Removal of Curricular Materials
The Board discussed the proposed new policy. Chair Andrew Renshaw designated this as the first reading

- First Reading of Policy 606.1 – Learning Materials Review and Reconsideration
The Board discussed the proposed new policy. Chair Andrew Renshaw designated this as the first reading

- First Reading of Policy 606.2 – Request for Review and Reconsideration of Learning Materials Form
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Executive Session as provided under Idaho Code Section 74-206(1)(b).

- Personnel – Staff Considerations

Trustee Eric Steigers moved to enter into executive session as per Idaho Code Section 74-206(1)(a) for personnel matters, seconded by Trustee Kim Bomar. A roll call vote was held with all five members present voting aye at 6:40pm.

The general tenor of the executive session was discussion of personnel.

The board left executive session at 8:36pm.

PERSONNEL – STAFF CONSIDERATIONS

Trustee Kim Bomar moved to approve the hire of the following.

School Security – Mick Jolly

Trustee Gilbert Abrego seconded the motion which was passed.

Trustee Kim Bomar moved to approve the hire of the following.

Junior High Volleyball Coach – Russell Seay
Junior High Boys Basketball Coach – Russell Seay

Trustee Eric Steigers seconded the motion which was passed.

ADJOURNMENT at 8:40pm

_____ _____ _____

Chairman Clerk Date

101.8 – District Planning

The District shall develop a strategic performance plan that has a continuous focus on innovating and improving the District's:

1. Student academic proficiency;
2. Student academic growth;
3. College and career readiness at the high school level;
4. Outcomes for at-risk and economically disadvantaged students as defined in IC 33-1001; and
5. Board performance and stewardship of monitoring student performance, including the Board's compliance with all applicable laws and regulations.

The Board of Trustees and the Superintendent shall collaborate to develop the strategic performance plan and shall include community input. The Board directs the Superintendent to conduct outreach to each of the following groups, as appropriate, and to document the outreach methods, participation levels, and summary of input:

1. Students;
2. Parents;
3. Educators;
4. Local industry partners; and
5. The business community.

The strategic performance plan shall include a clearly stated vision and mission and will use either the State Department of Education's plan template or will provide the required data in a way consistent with the template. When the State template is updated, the District shall conform to the current template effective the next plan update cycle.

The strategic performance plan will set clear and measurable goals for student outcomes and postsecondary achievement and include key indicators to monitor performance. The Board shall consider including student growth and proficiency goals established by the State Board of Education. The plan shall be data-driven and include student outcomes and growth data in literacy, math, graduation rates, achievement of individual postsecondary goals, and any other metric required by the State Board of Education. The Board may direct that other performance areas aimed at the achievement of other District goals also be included.

All metrics and progress measures shall be disaggregated by student subgroups, (such as race/ethnicity, economically disadvantaged, English learners, students with disabilities, and homeless status), when required by state and federal law. The plan shall include targeted strategies and subgroup-specific measurable goals to reduce achievement gaps.

If the District's combined enrollment of special education students, homeless students, economically disadvantaged students, students enrolled in an alternative high school, and English language learners is 25% or more, the Board may apply to the State Department of Education to request approval to use alternative measures. Any such request must include rationale, evidence of validity, and be posted publicly.

The Board may direct the Superintendent to seek flexibility from the State Department of Education if the District attains high, sustained levels of academic achievement. Any flexibility or waiver requests must be included in the plan and posted on the District website.

The strategic performance plan shall include evidence-based strategies to meet each goal. For each strategy the plan shall identify the evidence basis, a timeline, required resources, responsible parties, fidelity measures, and interim milestones.

Additionally, the plan will outline the Board's plans for continued learning on the topics of Board and leadership development in monitoring student performance. The plan shall specify Board professional development goals related to governance and data literacy, and the Board shall annually report completed training.

Beginning in the 2027-2028 school year, the Board shall adopt the strategic performance plan and the Superintendent shall submit the adopted plan to the State Department of Education by October 1 each year, or by the date required by State rule if different. In each subsequent year, the strategic plan shall include a report on measurable progress made on all of the Board's established goals. The plan shall cover a period of no less than four years, including the fiscal year in which the plan is submitted, and the Board shall update the plan each summer. The plan shall also be made available to the public on the District website. The Superintendent shall file quarterly dashboards and an annual progress report with the Board. All reports shall be posted on the District website and included in Board packets.

Measurable progress in the plan may be shown with measures including, but not limited to, the following:

1. Year-over-year improvement in student academic growth, proficiency, graduation rates, or postsecondary readiness;
2. Measurable improvement among identified student subgroups, including at-risk students and economically disadvantaged students;
3. Implementation of evidence-based strategies identified in the strategic performance plan, including documented changes to curriculum, instruction, assessment, professional development, or resource allocation; and
4. Improvement toward interim benchmarks or milestones established in the strategic performance plan if long-term outcome targets have not been fully achieved yet.

The plan shall identify the data sources, frequency of measurement, treatment of small cell sizes protect privacy, and statistical methods used to determine measurable progress.

At least quarterly, the Superintendent shall provide the Board with a written dashboard and narrative addressing progress on at least two priority areas, including disaggregated data, implementation fidelity, and recommended adjustments. These reports shall be included in the Board packet, discussed at a regular or special meeting, and noted in Board minutes.

Legal Reference:

I.C. § 33-1001 Foundation Program – State Aid –Apportionment – Definitions
I.C. § 33-320 Strategic Performance Plans and Training
IDAPA 08.02.01.801 Planning and Training

Reviewed and Revised: December, 2026

604.2 – K-3 Reading Intervention

The Culdesac 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 school district will establish a reading intervention program, in addition to core reading instruction, that is aligned with the 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 the student's parents/guardians 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 their student has been identified as having a deficiency in reading and that a reading improvement plan will be established by the teacher, principal, other applicable school personnel and the parents/guardians;

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 parents/guardians 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 parents/guardians 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 parents/guardians 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.

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 the following information on the prior school year:

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

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

Legal Reference:
I.C. § 33-1805 Reading Instruction and Intervention
I.C. § 33-1806 Reading and Literacy Assessment
I.C. § 33-1807 Literacy Intervention Program
I.C. § 33-1809 Accountability and Continuous Improvement

Reviewed and Revised: December, 2026

606.0 – Selection, Adoption, Use, and Removal of Curricular Materials

The term "curricular materials" shall mean textbooks; instructional media, including software; audio/visual media; and internet resources.

School and Department Curriculum Committees' Relationship to the District Curricular Materials Adoption Committee

School or department-level curriculum committees shall review classroom needs and recommend candidate materials to the District curricular materials adoption committee. The District curricular materials adoption committee advises the Board and makes formal recommendations to the Superintendent and Board for adoption. School-level committees do not make final adoption decisions. Library materials remain governed by Policy 2510 and Procedure 2510P unless explicitly designated for curricular use.

District Curricular Materials Adoption Committee

The Board shall establish a curricular materials adoption committee to advise the Board and Superintendent on selection and reconsideration of curricular materials. The adoption committee shall be governed by a procedure that specifies:

1. The size of the committee, which shall be between seven and 15 members;
2. Whether members are appointed by the Board or the Superintendent;
3. The term lengths and how they are staggered;
4. Removal and vacancy procedures;
5. Member qualifications; and
6. Conflict-of-interest disclosure requirements.

At least half of the committee members shall be people other than public educators and Trustees, and the committee shall include parents of students enrolled in the District. The committee may include community members, higher-education representatives, and business or community group representatives.

Meetings, Notice, and Records

All District Curricular Materials Adoption Committee meetings shall comply with Idaho open meeting law and applicable District procedures. The District shall publish meeting notices, agendas, and any candidate materials or evaluation rubrics in advance on the District website and at the District office. Minutes and records of materials considered, public input received, committee recommendations, and voting records shall be retained as required by public records law and District record-retention schedules. Public comment procedures shall be as required by Policy 4105 and the District's Board Meeting Protocol.

Public Input and Submissions

Any parent/guardian of a District student, any student, or any employee, school district patron can submit oral or written input, nominations, or objections regarding curricular materials under consideration using the District's published submission process. This process may include submission of such items via an online form, email, mail, or in-person at designated times. District procedure or forms shall specify required information, submission deadlines during the public review window, and how submissions will be acknowledged and considered. The District will make candidate materials available for public review online, at the District office, or at school sites for 10 days prior to the Committee's final recommendation. The Committee shall document how public input was considered and shall publish the Committee's recommendation, evaluation criteria, and rationale before the Board takes action.

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.

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. Align with District-adopted curriculum frameworks, the State Board of Education content standards, and Idaho Code requirements for the subject/grade level;
2. Enrich and support identified instructional objectives and grade-level standards;
3. Be academically rigorous and appropriate for the intended grade level and course;
4. Be factually accurate and current; claims of historical or factual controversy must be documented with reputable sources and primary documents where appropriate;
5. Support the development of critical thinking, disciplinary skills, and informed judgment;
6. Present multiple perspectives on controversial issues and provide teacher guidance for balanced, standards-based instruction;
7. Reflect the contributions and experiences of diverse religious, ethnic, cultural, and socioeconomic groups and portray individuals and groups in a realistic, non-stereotypical manner;
8. Be accessible and usable by students with disabilities in accordance with federal and state law, including by provision of alternate formats as needed);
9. Comply with copyright, licensing, procurement, and data privacy requirements;
10. Be cost-effective and sustainable for District procurement and maintenance.
11. Enrich and support the curriculum;
12. Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards;
13. Provide background information to enable students to make intelligent judgments;
14. Facilitate the sharing of cultural differences; and
15. Be appropriately priced.

Selection and Adoption of History, Government, Civics, and Social Studies Materials

Any curricular materials in the subject areas of history, American government, civics, and social studies shall:

1. Comply with and align to IC 33-1602 and other applicable Idaho Code, as well as the State Board of Education's content standards applicable to the subject and grade level;
2. Be academically rigorous;
3. Be historically and factually supported by reputable scholarship and sources;
4. Promote engagement with primary sources and documents where appropriate to develop students' analytical skills;
5. Inspire patriotism;
6. Contribute to the cultivation of good moral character and the virtues necessary for self-government and human flourishing;
7. Cultivate knowledge and appreciation for the nation's history and cultural heritage as derived from the tradition of western civilization; and
8. Foster an appreciation for and attachment to the US's republican form of government, along with a proper understanding of the pupils' rights and duties as citizens of the state of Idaho and the US.

Materials Use, Loaning, and Fees

The District may loan adopted curricular materials to students for the duration of a course. Students shall not be charged for normal wear and tear. The District may charge replacement costs for lost or unreasonably damaged materials. Administrative procedures shall specify assessment, billing, and an appeals and waiver process to ensure that inability to pay does not prevent student access. Records of materials loaned, their condition, and billing shall be maintained by professional staff in accordance with District procedures.

Dual Credit Courses

For dual credit courses, the institution of higher education provider generally selects curricular materials. The District shall:

1. Inform parents and students that curricular materials for dual credit courses are selected by the partner institution and provide information on how those materials may be reviewed before enrollment;
2. Maintain records of memorandum(s) of understanding or agreements with higher-education partners that specify responsibilities for selection, notification, and student access to materials; and
3. Provide, to the extent permitted by partner agreements and law, a mechanism for parents to obtain information about dual credit course materials prior to enrollment.

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.

Legal Reference:

I.C. § 33-118A Curricular Materials – Adoption Procedures
I.C. § 33-512A District Trustees – District Curricular Materials Adoption Committees
I.C § 74-200 *et seq.* Open Meeting Law
I.C. § 33-1602 United States Constitution – National Flag and Colors – National Anthem – "America" – Citizenship – Civics Test
IDAPA 08.02.03.128 Curricular Materials Selection

Reviewed and Revised: December, 2026

606.1 – Learning Materials Review and Reconsideration

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 IC 18-1514. The First Amendment to the US Constitution encompasses not only the freedom to share one's views but also the freedom to receive information.

Any parent/guardian of a District student, any student, or any employee, or school district patron 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. Materials include anything tangible, whether derived through the medium of reading, observation or sound, including any picture, photograph, drawing, sculpture, motion picture, film, or similar visual representation or image or any book, pamphlet, magazine, printed material however reproduced, or sound recording.

The major criterion for deciding whether to keep or remove a challenged resource 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" or "sexually explicit" provided below.

For the purposes of this policy, the term "harmful to minors" and "sexually explicit" have the meanings 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 sadomasochistic 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 sadomasochistic 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.

"Harmful to minors" does not include material that, when considered as a whole, possesses serious literary, artistic, political, or scientific value for an adolescent minor between the ages of 13 and 17 applying contemporary community standards.

"Sexually explicit" includes in its meaning:

1. The quality of any material when it contains erotic depictions of nudity, depicts sexual conduct or sadomasochistic abuse; or
2. Contains any explicit and detailed description or narrative account of sexual excitement, sexual conduct, or sadomasochistic abuse.

"Sexually explicit" does not include diagrams about anatomy for scientific education, religious books such as the Bible and the Torah, or content relating to classical works of art. It also does not include breastfeeding, child-bearing, medical procedures and examination, and any other non-erotic physical contact.

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-person 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.

Additionally, the school district may decline to consider a request for reconsideration of a material that has already been the subject of a reconsideration.

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 member of the 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 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 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.

Legal Reference:
I.C. § 18-1514(6) Obscene Materials – Definitions
I.C. § 18-1517B Children's School and Library Protection Act

Reviewed and Revised: December, 2026

606.2 – Request for Review and Reconsideration of Learning Materials For

The Trustees of Culdesac 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.

If you object to your child using a particular learning material in the classroom, you may request an alternative resource for your child.

Date: _____

Name: _____

Address: _____

City: _____ State/Zip: _____

Phone: _____ Email: _____

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; or

_____ 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?

_____

_____

_____

Do you believe this resource or material meets the definition of "harmful to minors" or "sexually explicit" 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?

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.

"Sexually explicit" includes in its meaning:

1) The quality of any material when it contains erotic depictions of nudity, depicts sexual conduct or sadomasochistic abuse; or

2) Contains any explicit and detailed description or narrative account of sexual excitement, sexual conduct, or sadomasochistic abuse.

"Sexually explicit" does not include diagrams about anatomy for scientific education, religious books such as the Bible and the Torah, or content relating to classical works of art. It also does not include breastfeeding, child-bearing, medical procedures and examination, and any other non-erotic physical contact.

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.

502.2 – Certificated Personnel Employment

Definitions

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

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

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

Renewable Contract Certificated Employees: With the exception of Interim Certificate holders, upon being offered a contract for a fourth full consecutive year of employment as a certificated teacher, certificated personnel may automatically renew their employment with this District, for the next school year, by timely returning their contract.

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

Retired: Certificated personnel receiving retirement benefits from the public employee retirement system of Idaho, except those who received benefits under the early retirement program previously provided by the State, hired as at-will employees. Retired school employee means any District employee employed as instructional staff, pupil service staff, or professionally endorsed staff and any staff holding a certificate as described in IC 33-1210A, Idaho Code, as well as school bus drivers and resource officers.

Interim Certificate Holder: A certificated employee who holds an interim certificate while they pursue an alternate route to certification must complete the requirements of their alternate route certification. For an administrator, this shall consist of:

1. Targeted coursework, professional development, or learning experiences consisting of at least six semester credits or the equivalent to address any gaps identified by the District and the State Department of Education in the administrator's knowledge or skills. Such instruction may include but is not limited to school law, public school finance, special education, and instructional leadership.
2. At least 70 hours of mentoring during the first two years of their interim certificate as required by Idaho Code.
3. Achievement of a proficient rating in their performance evaluation conducted by the Board.

For other certificated employees, this shall include:

1. Completing at least nine semester credits annually toward the completion of their alternate route to certification; and
2. Meeting their annual progress goals toward the completion of the alternate route.

The District may take action to terminate or non-renew a teacher with an interim certificate who fails to meet these requirements. Such termination or non-renewal shall be carried out in accordance with State law and administrative rules and District policy. Personnel who hold an interim certificate and/or emergency authorization and have not been issued their five-year renewable certificate shall not exceed a Category 3 Contract until conditions have been met.

Notice

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

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

3. Category 3 certificated employees shall be provided a written statement of reason for non-reemployment by no later than July 1st and shall, upon written request, be given the opportunity for an informal review of the decision by the Board. The parameters for the informal review will be determined by the Board. Before the Board determines not to renew the contract for the unsatisfactory performance of category 3 certificated employees, such employees shall be entitled to a defined period of probation as established by the Board, following at least one evaluation. In no case shall the probationary period be less than eight weeks. The probation shall be preceded by written notice from the Board, with the reasons for the probationary period and the areas of work which are deficient and with provisions for adequate supervision and evaluation of the employees' performance during the probationary period.

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

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

Supplemental Contracts

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

An extra day assignment is, and supplemental extra day contracts, may be issued for, an assignment of days of service in addition to the standard contract length used for the majority of certificated employees of the District. Such additional days may be in service of the same activities as the employee's regular teaching duties. Any such extra day contracts shall provide the same daily rate of pay and rights to due process and procedures as provided by the certificated employee's underlying contract (Category 1, 2, 3 or renewable). The contract shall be in a form approved by the state superintendent of public instruction.

Delivery of Contract

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

If a District delivers contracts via electronic means; with return electronic receipt, and the District has not received a returned signed contract and has not received an electronic read receipt from the employee, the District shall then resend the original electronically delivered contract to the employee via certified mail, return receipt requested, and provide the individual with a new date for contract return.

Return of the Contract

A person who receives a proposed contract from the District shall have 10 (ten) from the date of delivery to sign and return the contract. Unless otherwise approved for a later date by the superintendent.

Failure to Accept or Acknowledge

Should a person willfully refuse to acknowledge receipt of the contract or if the contract is not signed and returned to the Board within the designated time period, the Board may declare the position vacant.

Legal Reference:

I.C. § 33-507 Limitation Upon Authority of Trustees
I.C. § 33-513 Professional Personnel
I.C. § 33-514 Issuance of Annual Contracts – Supports Programs-Categories of Contracts – Optional Placement
I.C. § 33-514A Issuance of Limited Contract – Category 1 Contract
I.C. § 33-515 Issuance of Renewable Contracts
I.C. § 33-515A Supplemental Contracts
I.C. § 59-1302 Definitions
I.C. § 33-1204A Alternative Authorization Program – Administrators
IDAPA 08.02.02.016 Idaho Interim Certificate
IDAPA 08.02.02.042 Alternate Routes to Certification

Reviewed and Revised: December, 2026

502.3 – Informal Review

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

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

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

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

The school district will use the following procedure:

- The employee must request, in writing, and Informal Review within 10 days of receiving notice of the events creating a right to an Informal Review. The request must be submitted to the Board Clerk. Failure to request an Informal Review within 30 days will result in the employee waiving the right to an Informal Review.

- The employee will be given an opportunity to meet with the Board in executive session at next regularly scheduled Board meeting.

- The Administration will have the right to be present during the Informal Review and may respond to the employee's presentation and/or respond to any inquiries by the Board.

- The Board will make a decision to uphold the earlier employment decision, or make some other decision regarding the issue(s) raised during the executive session. Such decision must be made by the Board in open session, identifying the employee by number or letter (i.e.: "Subsequent to the Informal Review, the Board upholds the prior employment decision regarding employee "A")

- The Board will notify the employee, in writing, of its final decision on the matter within 15 days of the date of the Informal Review.

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

Legal Reference:

I.C. § 33-514 Issuance of Annual Contracts – Supports Programs-Categories of Contracts – Optional Placement

I.C. § 33-515 Issuance of Renewable Contracts

I.C. § 33-515A Supplemental Contracts

Reviewed and Revised: December, 2026

506.0 – Student Teachers

The Superintendent or their designee is authorized to accept students from university-approved teacher-training programs to do student teaching in the District. The Superintendent or designee shall coordinate with each student teacher's higher education institution and shall ensure a fingerprint-based criminal history records check.

Student teachers may be accepted on a limited basis and placed according to the availability of suitable supervising teachers. In accepting and placing student teachers, the Superintendent shall consider local school needs including qualifications and interests of available supervising teachers.

The process of considering a student teacher for acceptance may include the following steps:

1. Submission of a teacher application including copies of transcripts and references.
2. An interview by the building principal.
3. Recommendation by the building principal to the Superintendent to accept or reject the student teacher's assignment to a named cooperating teacher.
4. The Superintendent may interview prospective student teachers and may make the final decision on acceptance of each student teacher

Assignment

The Superintendent or designee shall be responsible for coordinating placements of all student teachers within the District. Student teachers should be assigned to supervising teachers whose qualifications are acceptable to the District and the students' respective colleges or universities.

Teachers who cooperate in training student teachers must have a demonstrated record as a successful teacher and be willing to participate on a voluntary basis. Normally no more than one student teacher will be assigned to a cooperating teacher in any given school year.

The supervising teacher must hold a meeting with the student teacher at least twice each week to check lessons, plans, grades, etc. While the supervising teacher must observe the student teacher, the student teacher should be left in sole supervision of the class for periods of time. The supervising teacher shall evaluate the student teacher, checking their progress and offering feedback.

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

Legal Reference:
I.C. § 33-130 Criminal History Checks for School District Employees or Applicants for Certificates
IDAPA 08.02.02.01 1.c.15 Student Teaching

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Reviewed and Revised: July, 2008
Adopted: June, 2000