

**TWIN FALLS SCHOOL DISTRICT NO. 411
SCHOOL BOARD MEETING
HELD AT:
SOUTH HILLS MIDDLE SCHOOL BOARD, LIBRARY
1550 HARRISON STREET SOUTH
TWIN FALLS, IDAHO 83301**

**July 26, 2017
5:00 P.M.**

AGENDA

- 4:15 p.m. Tour of South Hills Middle**
- 5:00 p.m. I. Call to Order**
- 5:00 p.m. II. Pledge of Allegiance**
- 5:00 p.m. III. Unscheduled Delegations (Audience to Address the Board)**
- 5:00 p.m. IV. Consent Calendar**
- A. Approval of Certified Release of Contract**
- B. Approval of New Classified Employees**
- C. Approval of Classified Resignations**
- D. Approval of Extra-Curricular Employee**
- E. Approval of Intern Request**
- 5:00 p.m. V. City of Twin Falls Strategic Plan Update – Phil Kushlan (15 min)**
- 5:15 p.m. VI. 2016-2017 Data Review - L.T. Erickson/Teresa Jones/Bill Brulotte (30 min)**
- 5:45 p.m. VII. 2015-2020 Strategic Plan Update - Eva Craner (30 min)**
- 6:15 p.m. VIII. Idaho Business for Education (IBE) Schoolhouse Strategy – Brady Dickinson (15 min)**
- 6:30 p.m. IX. Naming of District Administration Building Discussion/Action (10 min)**
- 6:40 p.m. X. ISBA Training Options Discussion – Board (5 min)**
- 6:45 p.m. XI. Personnel Information Item: Job Description for Accounting Supervisor – (5 min)**
- 6:50 p.m. XII. Executive Session as per Idaho Code 74-206(1) Subsections (b)**
- (b) To consider personnel issues**
- Action:**
- A. Personnel issue action if any**
- 7:00 p.m. XIII. Adjournment**

WORKING WITH YOUR SCHOOL BOARD

WELCOME to another Twin Falls School District Board of Trustees Meeting. You are encouraged to attend all regular board meetings.

We are proud of our school system and the board members are dedicated to the continued improvement of the Twin Falls Schools.

We understand that from time to time patrons of school districts have concerns and feel a need to bring those concerns to the attention of the school or teachers. In order to maintain continuity and best resolve these concerns, we recommend to our patrons the following procedures:

1. The first and most effective step is to take the concern to the staff member who is closest to the problem. (In many cases this will be the teacher, coach, etc.) We have found that most problems are resolved at this level.
2. If there is still a concern on the matter, we then recommend that the concern be brought to the attention of the Principal. We have found that unresolved concerns from item #1 are usually resolved satisfactorily by the building administrator.
3. If the concern is not satisfactorily resolved at that level, then the concern should be taken to the Director of Elementary Programs or Director of Secondary Programs.
4. If the concern is not satisfactorily resolved at that level, then the concern should be taken to the Superintendent of Schools. Difficult concerns can usually be resolved.
5. However, if the patron still feels the concern has not been properly resolved he/she may use the right of appeal to the Board of Trustees. This is done by calling or writing to the Superintendent and asking for the item to be placed on the agenda of the next regularly scheduled board meeting.
6. If you desire to address the board, we would like you to be as comfortable as possible. As a board we hold public meetings which are not public forums and therefore have rules which are necessary for the benefit of all. The following guidelines will assist you as you present your information to the board.
 - A. Prepare your thoughts ahead of time. Usually a brief written outline handed to each board member helps the board follow your presentation. This outline would also give them something upon which to make notes as you speak.
 - B. If a group is involved, select one individual to be your spokesperson. He/she can then guide the presentation with the board and help the board chairman in directing questions to the group.
 - C. Plan your presentation to be as brief as possible. This should include a question/answer period. If more time is needed it is best to give a complete written presentation to the board for their future study. If you give more than five to six minutes of testimony, time restraints will make it difficult for the board to respond that same evening.
 - D. Usually the board will direct the administration to help resolve the concerns and ask for a report back to the board at a later date. However, please remember a solution may take time to be resolved.

We are eager to have our patrons and school staff working together for the improvement of education in the Twin Falls Schools.

Thank you for coming. Please come again.

Your Board of Trustees



Twin Falls School District #411
201 Main Ave. W
Twin Falls, ID 83301

P 208.733.6900
F 208.733.6987
www.tfsd.org

Brady D. Dickinson, PH.D. SUPERINTENDENT OF SCHOOLS

Date: July 20, 2017

To: Dr. Brady D. Dickinson, Superintendent of Schools
Twin Falls School District Board of Trustees

From: Sonia DeLeon, Human Resources Manager

Re: Certified Release of Contract

The following certified employee has submitted a resignation letter requesting to be released from her contract:

- Shelly LeBlanc, Kindergarten Teacher at Morningside Elementary School

The Human Resource Department recommends to the Superintendent and the Board of Trustees that this individual be released from her contract if a suitable replacement can be secured.



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Date: July 20, 2017

To: Dr. Brady D. Dickinson, Superintendent of Schools
Twin Falls School District Board of Trustees

From: Sonia DeLeon, Human Resources Manager

Re: New Classified Employees – 2017-2018

It's the recommendation of the Human Resources Department to the Superintendent and the Twin Falls School District Board of Trustees that these individuals listed below are approved for hiring for the 2017-2018 school year:

Jodie Geiser	Custodian at South Hills Middle School
Tja Maxwell	Computer Lab Assistant at Perrine Elementary School
Holly Armstrong	Tray Washer at Pillar Falls Elementary School
John Pearson	Custodian at Sawtooth Elementary School
Corinne Rose	Custodian at Pillar Falls Elementary School
Julie Bruce	Custodian at South Hills Middle School
Jill Walters	Cook at Perrine Elementary School
Tim McCollum	Custodian at South Hills Middle School
Jon Humphreys	Custodian at South Hills Middle School
Chalet Reeder	Custodian at Harrison Elementary School

The individual listed below is a current employee that has accepted a transfer within the district for the 2017-2018 school year.

2017-2018

<u>NAME</u>	<u>POSITION</u>
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Tricia Steel	Cook at Robert Stuart Middle School
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All are in the process of completing the necessary consent, I-9's, drug free work place form etc., and have met the criteria to become employees of the Twin Falls School District.

If you have any questions or concerns, please do not hesitate to contact me.

Brady D. Dickinson, Ph.D.
Superintendent of Schools

William Brulotte
Associate Superintendent



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Date: July 20, 2017

To: Dr. Brady D. Dickinson, Superintendent of Schools
Twin Falls School District Board of Trustees

From: Sonia DeLeon, Human Resources Manager

Re: Classified Resignation

The following classified employees have submitted their resignation letter resigning their position for the 2017-2018 school year:

Name	Position	School
Brandon Fiscus	Custodian	Twin Falls High School
Carol Katona	Paraeducator – ESL	Harrison Elementary School
Percy Greene	Head Custodian	Lincoln Elementary

The Human Resources Department recommends to the Superintendent and the Board of Trustees that we accept these resignations.



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Date: July 20, 2017

To: Dr. Brady D. Dickinson, Superintendent of Schools
Twin Falls School District Board of Trustees

From: Sonia DeLeon, Human Resources Manager

Re: Extra -Curricular Employee

It is the recommendation of the Human Resources Department to the Superintendent and the Twin Falls School District Board of Trustees that this individual listed below be approved for hiring and a supplementary contract or employment letter be issued for the 2017-2018 school year.

If you have any questions or concerns, please do not hesitate to contact me.

D'Andre Mathews	7 th Grade Assistant Football Coach	South Hills Middle School
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Date: July 20, 2017

To: Dr. Brady D. Dickinson, Superintendent of Schools
Twin Falls School District Board of Trustees

From: Sonia DeLeon, Human Resources Manager

Re: Intern Request

The Human Resources department recommends to the Superintendent and the Twin Falls School District Board of Trustees that the following college/university student be allowed to participate in Student Practicum/Internship within the Twin Falls School District. The proposed assignment is listed below.

Name of Student	Subject	Cooperating Director	School	Dates	University
Karla Enriquez	Social Worker	Melissa Keegan	Bickel Elementary	2017-2018 School Year	Boise State University

NEW!

Idaho Reading Indicator

The NEW Idaho Reading Indicator by Istation's Indicator of Progress (ISIP) early reading assessment provides **reliable data** with frequent, age-appropriate measurement for students in kindergarten through 3rd grade. Adjusting to each student's ability, the interactive assessment keeps developing readers engaged while they work through fun activities.

What is the NEW IRI by Istation?

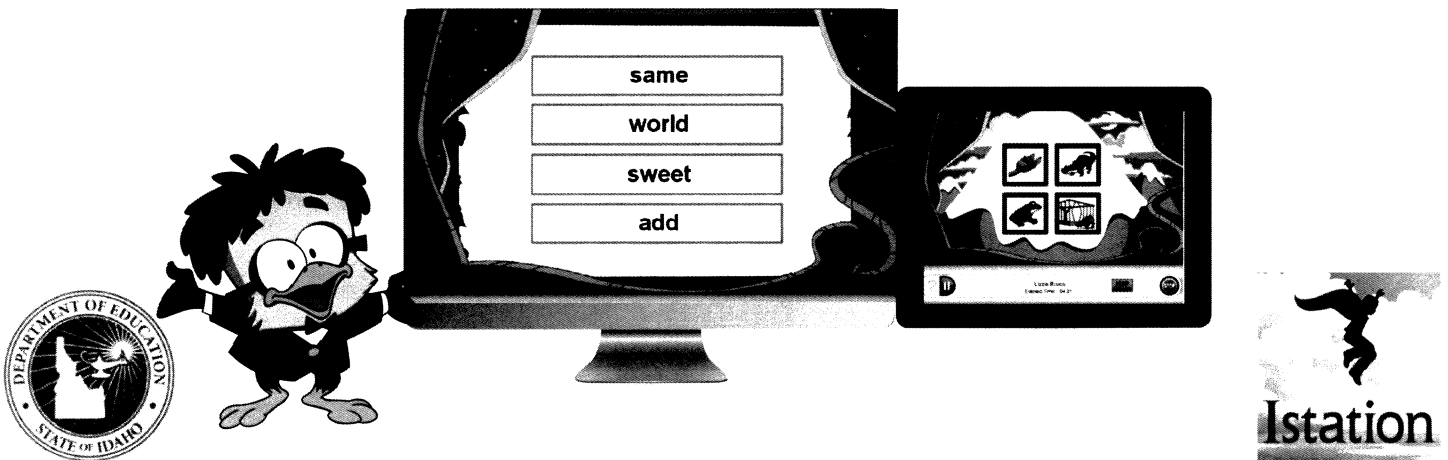
- Computer adaptive test (CAT) for grades K-3
- Comprehensive assessment system: screener, diagnostic, and progress monitoring in one solution

What are some key features and benefits of the NEW IRI?

- Provides benchmark and continuous progress monitoring
- Assesses 5 critical domains: phonemic awareness, alphabetic knowledge, fluency, vocabulary, and comprehension with appropriate subtests at each grade level
- Provides teachers with teacher-directed lessons
- Can test a whole classroom on multiple devices (iPad, Chromebook, Android, Mac, or PC)
- Saves teachers' instructional time!
- Engaging, game-like environment
- Award winning, valid, and reliable

How does it work?

- It can be administered monthly and automatically for students receiving interventions.
- More frequent on-demand assessments can be given as needed.
- Can assess an entire class in 30-40 minutes; subtests/probes range from 3-10 minutes.
- It delivers immediate results.
- Time for each student will vary because of computer-adaptive design.
- Students often enjoy the game-like environment and rarely become frustrated.



If you want to participate in the pilot, please visit: <http://sde.idaho.gov/assessment/iri/>



MISSION STATEMENT

Idaho Business for Education is a driving force in the development of an Idaho education system that results in graduates who have post-secondary credentials and who are workforce ready.

VISION STATEMENT

Idaho's education system will:

- Provide Idaho students with a high-quality education that ensures the well-educated workforce that our businesses and economy require.
- Anticipate and serve the current and future needs of the economy
- Contain processes that are efficient, accountable, responsive, innovative and high-performing

CORE PRINCIPLES

Relentless Focus on Student Success – Idaho Business for Education will establish its priorities and make decisions regarding the education system by placing the highest priority on the best outcome for students.

Great Teachers and Leaders – IBE will advocate for data-driven human capital management policies and practices. These will ensure a ready supply of high-quality teachers and leaders in every school through effective recruitment, retention, development and compensation systems.

Transparency and Accountability – IBE will demand transparent, evidence-based data management systems that are linked to internationally benchmarked standards and assessments. These will drive the allocation of resources, ensure a strong return on investment, and provide the system with accountability for results.

Innovation, Technology and Choice – IBE will support innovation and the adoption of technology to ensure that all students have access to a high-quality education. We will identify and support innovative and successful policies and practices. From these a portfolio of high-performing schools with an effective system of incentives and interventions can be developed.

High-Performing, Effective and Efficient Systems – IBE will demand efficient and effective practices such as: continuous improvement, adaptive and responsive change and evidence-based empirical decision making. The education system will be thoroughly integrated from early childhood through post-secondary and will incorporate meaningful assessments and feedback to improve student achievement in a system that provides oversight and autonomy based on performance.



IBE Schoolhouse Strategy

Idaho Business for Education (IBE)'s *mission is to be a driving force in the development of an Idaho education system that results in graduates who have post-secondary credentials and who are workforce ready.*

IBE adopted the state's goal: *"60% of our 25-34-year-olds will hold a post-secondary credential by 2020"* (measured by a 1-year workforce ready certificate, a 2-year associate's degree, a bachelor's degree or higher).

IBE knows that the futures of our children, our communities and the State depend upon achieving this goal.

Over the past five years, guided by its **Statehouse Strategy**, IBE has worked with the State to develop and gain support for Educational Policy, practices and resources to enable Idaho schools to improve student achievement.

In 2016, IBE launched its **IBE Schoolhouse Strategy**, taking IBE's business focus and **support to local schools and communities**, where student achievement really happens.

The Schoolhouse Strategy begins with establishing **local IBE Student Achievement Teams**, where IBE members work directly with School Superintendents, School Board Chairs and key community leaders to understand and close student achievement gaps.

The vehicle to do this work is the **State's Annual Planning Act**, requiring School Districts to develop **Annual School Improvement Plans** (like business Strategic Plans) that become the blueprints for Schools to assure all students are prepared for lifelong success.

IBE members chair these IBE Student Achievement teams, lending their time, business expertise, networks and resources to help remove barriers to student achievement and champion local school success.

The Teams (ideally 8-10 members) rely upon actively engaged local business, education and community leaders acting with transparency and trust and a laser focus and urgency to close student achievement gaps.

Team meetings drive to the following objectives:

- Understanding of District Schools' performance on student achievement goals (via **Annual School Improvement Plans**);
- Identification of critical achievement gaps that become the focus of the Team;

- Development of solutions to close gaps, including local and State level actions and accountabilities;
- Shared responsibility for action, utilizing diverse areas of expertise and influence;
- Monitoring performance on closing critical gaps and when needed, expediting course corrections;
- Annually evaluating Team effectiveness in meeting or exceeding student achievement results; and
- Celebrating School performance every step of the way, while setting new achievement goals for the next school year's Annual School Improvement Plan.

By year end 2017, IBE plans to start 6-8 Student Achievement Teams across the State.

To date, Teams are in process in the following Districts: Eastern Idaho (Idaho Falls, Bonneville, Rigby and St. Anthony); Southeastern Idaho (Pocatello and potentially Twin Falls); Southwestern Idaho (Caldwell and Kuna) and North Central Idaho (Lewiston and potentially Moscow); and Northern Idaho (with potential teams in Sandpoint and Coeur d'Alene).

Interested in starting a Student Achievement Team in your District OR want to learn more?

IBE members should contact: *Dee Jay Mailer – IBE Member and Schoolhouse Strategy Lead at deejaymailer@gmail.com or 808-927-9322.*

July 10, 2017

To the TFSD Board of Trustees,

In recognition and remembrance of Dr. Wiley J. Dobbs unprecedented positive impact on the expansion of the District during his Superintendency, I propose we discuss naming what is now known as the District Office, as the Wiley J. Dobbs Administration Building or something similar.

Also at the Boards discretion would be consideration of signage to the same affect.

The current plaques used in our District to name other facilities after other people with significant impact have an installation and purchase cost of \$1,000 or less.

Thank You for your consideration in eternalizing Dr. Dobbs impact on service to students and our community.

Sincerely,

Bryan Matsuoka

TFSD Board Vice Chairman

Meet the ISBA Standards with Board Training

Our board-training program is based on the [Six Standards of the Idaho School Board Association](#). These standards provide a foundation for the critical discussions and ensuing decisions that must be made to ensure student success.

Below are some of the available ISBA Training Modules.

Standard 1: Effective Governance

- Transparency & Open Meeting Law
- School Finance
- Parliamentary Procedure
- Roles and Responsibilities
- Governance
- Conflict Management
- Setting Policy
- Effective Board Meetings
- Board Superintendent Team Formation
- Financial Emergency: the Process
- Selecting a board Chair
- Teamwork

Standard 2: Continuous Improvement

- ISEE
- The WISE tool
- Best Practices for Board Chair, Board Clerk, Treasurer
- Using Data to Improve Outcomes
- Setting Board Goals
- 8 Characteristics of Great Boards
- Leadership Development
- ESEA Reauthorization—and the Waiver
- Conditions for Success

Standard 3: Advocacy

- Legislative Information
- ISBA's Platform
- How to talk to your Legislator
- Importance of Civic relationships
- Candidate interest Forums

Standard 4: Accountability

- Strategic Planning
- Evaluating Outcomes
- Servant Leadership
- Goal Setting
- Ethics and the Trustee
- The Danielson Model: How to Understand Teacher Evaluations in Light of the Board's Role
- Common Core
- What Does it Mean to Be a School Board Trustee
- Interest Based Bargaining

Standard 5: Community Engagement

- Importance of Civic Relationships
- Handling Patron Input
- Student Voices on Board
- Bullying
- Social Media and Its Role in Education
- Committee Structure and Its Use in Governance
- Trust and the School Climate
- Using the IEN in Meetings and Learning
- Successfully passing a Bond or Levy
- Dealing with the Media
- Dealing with Angry Patrons
- Student Leadership

Standard 6: Board Operations and Training

This standard is a recent addition. The trainings for this standard are currently being developed.



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Date: July 20, 2017

To: Dr. Brady D. Dickinson, Superintendent of Schools
Twin Falls School District Board of Trustees

From: Sonia DeLeon, Human Resources Manager

Re: Job Description for Review

Please find the following updated job description attached for your review:

- Accounting Supervisor

Attachment

Twin Falls School District #411 Job Description

Job Title: Accounting Specialist ~~Supervisor~~
Department: Business/Finance
Reports To: Director of Business Affairs
FLSA Status: Exempt, 12 month year, salary as per classified supervisor's salary schedule, .83% vacation days/month yrs 1-6; 1.25 vacation days/month 7+ yrs, 1 sick day month, 3 personal days annually
Prepared By: Human Resources Department
Prepared: 7.17.2017
Approved By:
Approval Date:

JOB GOAL

Under direction of the Director of Business Affairs, provides the business/finance office with ~~support~~ supervision in the monitoring and oversight of district budgets and financial statements especially federal programs.

QUALIFICATIONS (minimum)

- Associates ~~Masters~~ degree in accounting/business ~~or~~ and
- Significant experience in all phases of accounting.

QUALIFICATIONS (desired)

- ~~Full charge bookkeeping experience.~~
- Knowledge and experience in governmental accounting a plus.
- ~~Bachelors degree in accounting~~

ESSENTIAL DUTIES include the following (or other duties assigned by the Superintendent or Board).

Employment Responsibilities

- ~~Supervise the~~ Reviewing, balancing, reporting and providing guidance to stakeholders on the accounts and budgets of the school district.
- ~~Prepares all supporting documentation and schedules for the IFARMS Annual and Amended Budget and budget forms for review.~~
- Preparing and ensuring budgetary compliance for budgets, documentation, policies and reports for ~~F~~ federal, special education, transportation, food service, local revenue funds, state revenue funds, special distributions and other programs.
- ~~Assisting~~ Supervise stakeholders in preparation of budgets and operations of the accounting system including initial budgets, budget amendments, requisition processing, tracking purchase orders, individual and program account management, the generation of related reports, and adjusting journal entries.
- Preparation and posting of monthly board reports, contracts, payable and payroll reports, budgets and audits on the Twin Falls School District website.
- Supervises and implements freight and distribution activities and personnel within the finance department.
- Compiles and presents school district financial information to budget advisory committee, negotiations team, and board members in the absence of the Director of Fiscal Affairs.
- ~~Providing assistance to~~ Supervise employees in the implementation and on-going operations of the district school accounting system.
- Point of contact for district independent auditor. Prepares all required statements, schedules and documentation for the annual audit.

REQUIRED SKILLS: In order to perform the above duties, the employee must:

- Possess the ability to work independently.
- Have a mastery of Microsoft Office Products software especially Microsoft Excel.
- Be able to master the district accounting software quickly.
- Be able to communicate clearly.
- Work independently and as an integral part of the finance department and the district team.

PHYSICAL DEMANDS (Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.)

The physical demands and work environment indicated below are examples of the physical aspects this position classification must perform in carrying out essential job functions.

- Exert 10 to 25 pounds of force to lift, carry, push, pull, or otherwise move objects. Lifting of more than 50 pounds or one-fourth their body weight is not required.
- The ability to sit, stand, kneel.

- Navigate stairwells.
- Participate in fire drills or other drills during an emergency situation when working in the schools.
- Manual dexterity to operate business related equipment.
- Perceive the nature of sound, near and far vision, depth perception, providing oral and written information.

EVALUATION

Performance of this position will be evaluated in accordance with board policy and Idaho Code pertaining to evaluation of classified personnel.

OTHER

Condition of Employment

Board approval and successful completion of federal background check and pre-employment drug free workplace screen.

This is an "at will" position in that the employer or employee may terminate employment at any time for any reason consistent with applicable state or federal law. The employment "at will" policy cannot be changed verbally or in writing, unless the change is specifically authorized in writing and approved by the Board of Trustees of District 411.

License Requirement

- Possession of a valid Idaho Motor Vehicle Operator's License.
- Possession of a CPA certificate a plus.
- Insurability by the District's liability insurance carrier.

Insurance Recommendation

On regular occasions, this job classification requires the employee to use his/her personal vehicle to conduct district business, therefore personal auto insurance coverage of \$300,000 or more is recommended.

Job description received:

Date

Employee Signature

Motion to go into executive session:

I move that after a five-minute break the Board retire into executive session pursuant to Idaho Code 74-206(1) subsection (b);

(b) to consider personnel issues.

Action Items:

(1) Personnel issue action (if needed)