TWIN FALLS SCHOOL DISTRICT #411  
SCHOOL BOARD MEETING  
HELD AT:  
CANYON RIDGE HIGH SCHOOL BOARD ROOM  
300 NORTH COLLEGE ROAD SUITE #301  
TWIN FALLS, IDAHO 83301  

October 25, 2017  
7:00 p.m.  

AGENDA

I. Call to Order

II. Pledge of Allegiance

III. Procedural Matters
   A. Action Items:
      1. Approval of Agenda (Additions and Deletions)

IV. Unscheduled Delegations (Audience to Address The Board)

V. Consent Calendar
   A. Approval of Certified Release of Contracts
   B. Approval of Certified Employee
   C. Approval of New Classified Employees
   D. Approval of Classified Resignations
   E. Approval of Extra Curricular Employee
   F. Approval of Extra Curricular Resignation
   G. Approval of Alternative Authorizations/Provisional

VI. Budget and Finance
   A. Information Item:
      1. 2016-2017 Annual Audit Report
      2. Education Trust Discussion/Update
   B. Action Item:
      1. 2016-2017 Annual Audit Report

VII. Instruction
   A. Information Items:
      2. Federal Programs Annual Report
      3. Special Education Annual Report

VIII. Future Agenda Items
   A. Legislative Tour – November 29, 2017

IX. Executive Session as per Idaho Code 74-206(1) Subsection (b)
   (b) To consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, employee, staff member, or student. 
   Action: A. Student Discipline Action; B. Classified Employee Termination

X. 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
Date: October 18, 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:

- April Hollibaugh, Teacher- 3rd Grade at Harrison Elementary School

The Human Resource Department recommends to the Superintendent and the Board of Trustees that this individual be released from her contract.
Date: October 18, 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:

- Daysha Anderson, Teacher- 4th Grade at Harrison 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.
## NEW TEACHERS - 2017-2018

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>School</th>
<th>Subject</th>
<th>Years Exp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Halling</td>
<td>Minta</td>
<td>Canyon Ridge High School</td>
<td>Transitions - .50 FTE</td>
<td>9</td>
</tr>
</tbody>
</table>
Date: October 18, 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:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garrett Zirker</td>
<td>Para educator (ERC) at Robert Stuart Middle School</td>
</tr>
<tr>
<td>Claribel Partida</td>
<td>Para educator (Migrant) at Robert Stuart Middle School and Canyon Ridge High School</td>
</tr>
<tr>
<td>Dana Morfin</td>
<td>Para educator (Literacy) at Morningside Elementary School</td>
</tr>
<tr>
<td>Paula Cunningham</td>
<td>Para educator at South Hills Middle School</td>
</tr>
<tr>
<td>Halla Blair</td>
<td>Para educator (Literacy) at Harrison Elementary School</td>
</tr>
<tr>
<td>Billy Lane</td>
<td>Custodian at South Hills Middle School</td>
</tr>
<tr>
<td>Anissa Hayes</td>
<td>Para educator (Literacy) at Rock Creek Elementary</td>
</tr>
<tr>
<td>Justine Johnson</td>
<td>Crossing Guard at Rock Creek Elementary</td>
</tr>
</tbody>
</table>

The individuals listed below are current employees that have been accepted for a transfer within the district for the 2017-2018 school year.

2017-2018

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claudia Grover</td>
<td>Pass Room Supervisor at South Hills Middle School</td>
</tr>
</tbody>
</table>

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
Date: October 18, 2017

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

From: Sonia DeLeon, Human Resources Manager

Re: Classified Resignations

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah Gabbard</td>
<td>Para educator</td>
<td>Bridge Academy</td>
</tr>
<tr>
<td>Michelle Desler</td>
<td>Para educator</td>
<td>Bickel Elementary</td>
</tr>
<tr>
<td>Julie Snider</td>
<td>Custodian</td>
<td>O'Leary Middle School</td>
</tr>
</tbody>
</table>

The Human Resources Department recommends to the Superintendent and the Board of Trustees that we accept these resignations.
Date: October 18, 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 Employees

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 is 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.

Jason Benjamin  Assistant Track Coach  Canyon Ridge High School
Date: October 18, 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 Resignation

The following employee has submitted her resignation letter resigning her position for the 2018-2019 school year:

- Andria Harshman – Assistant Volleyball Coach at Canyon Ridge High School

The Human Resources Department recommends to the Superintendent and the Twin Falls School District Board of Trustees that we accept this resignation.
October 19, 2017

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

From: Sonia DeLeon, Human Resource Manager  

Re: Request for Alternative Authorization  

To meet state certification criteria to teach in the designated subject areas, the Twin Falls School District will need to request approval of an Alternative Authorization- Content Specialist from the Professional Standards Commission for the following individual:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selina Bernard</td>
<td>Teacher – 3rd Grade</td>
<td>Lincoln Elementary School</td>
</tr>
</tbody>
</table>

The above individual has been hired as a 3rd grade teacher for the 2017-18 school year. Ms. Bernard is currently enrolled in the education program and is schedule to complete the course by May 2018. In order for this employee to be employed as a third grade teacher, the board will need to declare an “area of need.” To declare an area of the Twin Falls School District Human Resource Department has determined an area of need exists in our district for this particular position.

We respectfully request that the Superintendent recommend to the Twin Falls School District Board of Trustees that they “declare an area of need” for the individual listed above.

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

William Brulotte  
Associate Superintendent
October 19, 2017

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

From: Sonia DeLeon, Human Resource Manager

Re: Request for Alternative Authorization

To meet state certification criteria to teach in the designated subject areas, the Twin Falls School District will need to request approval of an Alternative Authorization-Content Specialist from the Professional Standards Commission for the following individual:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jared Sorenson</td>
<td>Social Studies</td>
<td>O’Leary Middle School</td>
</tr>
</tbody>
</table>

The above individual has been hired as a middle school social studies teacher for the 2017-18 school year. Mr. Sorenson is currently enrolled in the ABCTE online program and is scheduled to complete the course by May 2018. In order for this employee to be employed as a middle school social studies teacher, the board will need to declare an “area of need.” To declare an area of need, the Twin Falls School District Human Resource Department has determined an area of need exists in our district for this particular position.

We respectfully request that the Superintendent recommend to the Twin Falls School District Board of Trustees that they “declare an area of need” for the individual listed above.
October 18, 2017

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

From: Sonia DeLeon, Human Resource Manager

Re: Request for Alternative Authorization

To meet state certification criteria to teach in the designated subject areas, the Twin Falls School District will need to request approval of an Emergency Provisional Certificate from the State Board of Education for the following individual:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chelcy Rodriguez</td>
<td>Kindergarten Teacher</td>
<td>Harrison Elementary</td>
</tr>
</tbody>
</table>

The above individual has been rehired as a kindergarten teacher for the 2017-18 school year. Ms. Rodriguez is continuing the process of completing the required elementary praxis test to be eligible to apply for her cleared teaching credential with the Idaho State Department of Education. In order for this employee to be employed as an elementary teacher, the board will need to declare an “area of need.” To declare an area of need, the board has determined an area of need exists in our district for this particular position.

We respectfully request that the Superintendent recommend to the Twin Falls School District Board of Trustees that they “declare an area of need” for the individual listed above.
Maintaining The Public’s Trust

1. What questions do you normally seek to have your auditor answer?
2. How comfortable are you that student activity accounts are well maintained? On what do you base your comfort?
3. How do you monitor the management of funds invested by the institution?
4. What steps do you take to help community members understand the financial management of your schools?
5. How do you assess the level of trust your constituents have in your financial leadership?

A prudent question is one-half of wisdom.
—Francis Bacon

Six Questions Your Constituents Expect You To Ask Your Auditor

Feature: 

Try This: 

Maintaining The Public’s Trust
Questions the board can't fail to ask

The public has always held high expectations for the stewardship of public funds. However, in the wake of multiple corporate scandals and several high-profile public leaders who have violated public trust, the expectation is even higher and the level of accountability and suspicion is even greater.

Constituents want to be assured that expertise from outside the district is engaged to review procedures and document financial management. They want to know that the board reviews the reports and questions its auditor to be certain that all relevant and important information regarding the financial affairs of the organization is consistent with high standards, complies with appropriate requirements, and generates the results desired. There are six questions many constituents expect the board to ask—and have answered—as it reviews the auditor's report.

Not all irregularities in practice and procedures are cause for serious concern.

First, how well does the organization's financial condition, as documented in the auditor's report, compare with the accounting records developed by staff? This question helps you gain a general sense for how well the financial activities of the past year have been tracked and documented internally. You may have planned to draw down or build up reserves or you may have received unanticipated revenues or incurred unusual expenses. The audit is intended to review these and other activities to ensure proper procedures and documentation, not to place a judgment on their occurrence. This question will help you determine the strength and accuracy of internal accounting systems.

Second, were any significant irregularities in management procedures and practices noted during the course of the audit? One of the functions of the audit process is to review practices and procedures to uncover potential problems or management issues. Not all items noted by the auditor in this category are cause for serious concern, but the answers received will point to adjustments needed to comply with accounting standards and ensure proper accounting of fund expenditures and receipts.

Student activity accounts may require somewhat cumbersome and inconvenient procedures.

Third, are student activity accounts properly maintained? This area of financial management is among the most vulnerable to problems. Typically, multiple people, often without financial background and training, handle and account for student funds. The money usually is cash and collected in small amounts. Consequently, student activity accounts seem to be the victim of a disproportionate number of accounting problems and misdeeds. Some of the procedures recommended by the auditor may seem unduly cumbersome and inconvenient. However, implementing them can provide important protection for both employees and the institution.

Fourth, are the distribution and management of the district’s investments appropriate? In most states the type of investments in which school districts can place funds is restricted to protect against unreasonable risk. The auditor can provide an assessment to ensure compliance. Further, the auditor can assist with recommendations regarding the amount of reserve maintained and invested as well as timing of transactions, cash flow implications, and comparisons with other institutions of the same size and profile as yours.

Fifth, are there new or changing accounting requirements that will have to be implemented in the near future? A number of significant changes in public accounting have been developed over the past few years. Some of the new requirements have already been implemented. Some are in the process of being implemented and others will take effect in the next few years. Some of these new requirements will have significant impact on information and reports that school districts will have to collect, maintain, and share with the public and regulatory organizations. Knowing about these changes and communicating their impact to the public can increase confidence in your leadership and reduce confusion and concern as the changes are implemented.

Sixth, if this district were a private organization would you conclude that it is in good financial health? Accounting procedures and requirements to public agencies vary significantly from those experienced by many private sector organizations. Consequently, reports and implications of financial procedures in public agencies can be confusing to some constituents. In addition to ongoing school district communication about the financial condition of the school district, the opinion and explanation of the organization’s auditor can be extremely helpful.

The wise board knows that financial management is a crucial part of leadership.

The wise board understands that financial management is a crucial part of the assessment which constituents make about the leadership of public institutions, including schools. The work and reports of the auditor are important factors in enabling constituents to judge the board’s accountability. The questions board members ask and the discussions they have with the auditor can further clarify the results of the audit and assist in public understanding.

The insightful board knows that constituents want to be assured that the work of the auditor is reviewed carefully by the board. The quality of the questions asked of the auditor and the acceptance and follow through demonstrated in response to the auditor recommendations can go far in maintaining an building trust in this crucial dimension of leadership. That’s why we need to ask these six questions.
Title IA: POVERTY: Funds to provide help for kids and schools in poverty. TFSD uses the funds for teachers, para-pros, summer school, parent involvement, and some supplies. All schools receive funding except Rock Creek, Pillar Falls, O'Leary, TFHS and CRHS. The percentage of students on Free and Reduced Lunch in each school (on March 15, 2017) is as follows:

- Bickel Elementary: 90.4%
- Lincoln Elementary: 92.9%
- Oregon Trail Elementary: 79.6%
- Sawtooth Elementary: 46.3%
- Rock Creek: 29.7%

- Harrison Elementary: 80.1%
- Morningside Elementary: 76.8%
- Perrine Elementary: 69.2%
- Pillar Falls: 33%

- Bridge Academy: 100%
- Robert Stuart MS: 63%
- Magic Valley High (Alternative): 80.5%
- South Hills MS: NEW

District average: 64%

*Schools that are CEP schools (receive free lunch for all students in the school.)
Every student in the TFSD receives a free breakfast.

Title IC: MIGRANT: Funds to provide help for migrant students. TFSD uses the funds for three Family Liaisons: Libbie Kahin, Lucy Padilla, and Carmen Castillo; para-pros, summer school and a few supplies. Current number of migrant students: Approximately 200, mostly at Oregon Trail Elementary and South Hills Middle School.

Title III: LIMITED ENGLISH PROFICIENT: Funds to help students who are English Language Learners. TFSD uses the funds (by federal regulations) for professional development and supplies. This money cannot be used to pay salaries except for extended day services.

Title IIA: TEACHER QUALITY: Funds to ensure that teachers are certified by state of Idaho definition. TFSD uses the funds for instructional coaches, stipends, and professional development.

McKinney-Vento: HOMELESS: Funds to meet the needs of homeless children and families. JoAnn Gemar is our coordinator.
Neglected and Delinquent: INCARCERATED STUDENTS: Funds to provide educational services to kids in JD and their transition when released. Roger Keller is the contact person for this program.

Things to Remember

All Federal Programs funds provide “frosting on the cake.”

The use of the funds must supplement, not supplant general funds.

The use of the funds must follow strict guidelines with extensive reporting to the State Department of Education.

The Twin Falls School District is 100% Compliant in all Areas

Last Federal Audit: 2007       Last State Audit: February 2013

Next State Audit: December 2017

Whom do I call with questions?

General Questions about Federal Programs: Bill Brulotte at 733-6900
Title I (Poverty), Title III (LEP): Bill Brulotte
Title IC (Migrant): Carmen Castillo at SHMS, 732-5160; or Libbie Kahin at Oregon Trail, 737-5208 ext. 3814; or Lucy Padilla at CRHS, 732-7555 ext. 4390
Title IIA (Teacher Quality): Bill Brulotte
Homeless: JoAnn Gemar at 732-7507
Neglected/Delinquent: Roger Keller at Magic Valley H.S., 733-8823
## Federal Programs Grants 2017-18

<table>
<thead>
<tr>
<th>Federal Program</th>
<th>Awarded Amount</th>
<th>Amount to Salaries (approx)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I-A</td>
<td>1,880,335</td>
<td>1,000,000</td>
</tr>
<tr>
<td>Title I-C</td>
<td>236,005</td>
<td>170,000</td>
</tr>
<tr>
<td>Title II</td>
<td>305,666</td>
<td>310,000</td>
</tr>
<tr>
<td>Title III</td>
<td>77,730</td>
<td>30,000</td>
</tr>
<tr>
<td>Title X-C</td>
<td>93,300</td>
<td>72,000</td>
</tr>
<tr>
<td>State LEP</td>
<td>139,479</td>
<td>110,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,732,515</strong></td>
<td><strong>1,692,000</strong></td>
</tr>
</tbody>
</table>

### Additional Federal Grants

<table>
<thead>
<tr>
<th>Grant Type</th>
<th>Awarded Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1003(a) grants</td>
<td></td>
</tr>
<tr>
<td>ELL grants</td>
<td></td>
</tr>
<tr>
<td>Perrine</td>
<td>15,000</td>
</tr>
<tr>
<td>Rock Creek</td>
<td>15,000</td>
</tr>
<tr>
<td>Emergency Immigrant Grants</td>
<td>District Wide 21,586</td>
</tr>
<tr>
<td>21st Century Grant</td>
<td></td>
</tr>
<tr>
<td>Harrison</td>
<td>270,000</td>
</tr>
<tr>
<td>Reallocated Grants</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>321,586</strong></td>
</tr>
</tbody>
</table>
## Twin Falls School District #411
### Federal and State Funding Sources

<table>
<thead>
<tr>
<th>Program Description</th>
<th>2016-17</th>
<th>2015-16</th>
<th>2014-15</th>
<th>2013-14</th>
<th>2012-13</th>
<th>Total of last 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I-A/Low Socio-Economic</td>
<td>1,974,842</td>
<td>1,740,783</td>
<td>1,806,478</td>
<td>1,377,734</td>
<td>1,394,455</td>
<td>8,294,292</td>
</tr>
<tr>
<td>Title I-C/Migrant</td>
<td>258,901</td>
<td>237,357</td>
<td>279,421</td>
<td>235,088</td>
<td>227,050</td>
<td>1,237,817</td>
</tr>
<tr>
<td>Title I-D/Neglected and Delinquent</td>
<td>65,886</td>
<td>65,886</td>
<td>46,142</td>
<td>68,854</td>
<td>52,406</td>
<td>299,174</td>
</tr>
<tr>
<td>Title II-A/Teacher Quality</td>
<td>351,599</td>
<td>291,754</td>
<td>293,392</td>
<td>297,821</td>
<td>313,205</td>
<td>1,547,771</td>
</tr>
<tr>
<td>Title III/English language Learner</td>
<td>80,269</td>
<td>55,379</td>
<td>46,594</td>
<td>49,843</td>
<td>49,843</td>
<td>281,928</td>
</tr>
<tr>
<td>State English Language Learner</td>
<td>129,828</td>
<td>103,684</td>
<td>98,873</td>
<td>94,488</td>
<td>95,415</td>
<td>522,288</td>
</tr>
<tr>
<td>Safe and Drug Free</td>
<td>115,924</td>
<td>115,691</td>
<td>57,168</td>
<td></td>
<td></td>
<td>288,783</td>
</tr>
<tr>
<td><strong>Yearly Total</strong></td>
<td><strong>2,977,249</strong></td>
<td><strong>2,610,534</strong></td>
<td><strong>2,628,068</strong></td>
<td><strong>2,123,828</strong></td>
<td><strong>2,132,374</strong></td>
<td><strong>12,472,053</strong></td>
</tr>
</tbody>
</table>

**Total Federal and State programs (5 years):** 12,472,053

### Additional Funding 2016-17

<table>
<thead>
<tr>
<th>Program Description</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>21st Century Grant/Harrison</td>
<td>Complete 2018</td>
</tr>
<tr>
<td>Co-Teaching Model/CRHS</td>
<td>Complete 2017</td>
</tr>
<tr>
<td>After School ELL Perrine/Oregon Trail</td>
<td>Complete 2017</td>
</tr>
</tbody>
</table>

### Money from Federal/State Awards 2016-17

| Yearly Total                              | 284,000 |
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 student discipline
classified employee termination

Action Items:
(1) Student discipline action
(2) Classified employee termination