OUR MISSION:
TO PROVIDE A QUALITY
EDUCATION NECESSARY FOR
STUDENTS TO BE SUCCESSFUL IN
LIFE.

I. Call to Order

II. Pledge of Allegiance

III. Procedural Matters
   A. Action Items:
      1. Appoint Temporary Clerk of the Board – Kathy Diamond
      2. Approval of Agenda (Additions and Deletions)

IV. Unscheduled Delegations (Audience to Address the Board)

V. Consent Calendar
   A. Approval of Minutes from the January 8th, and 24th, 2018 meetings
   B. Approval of Board Financial Reports
   C. Approval of Building Financial Reports
   D. Approval of Monthly Long Term Suspension Report
   E. Approval of Contracts for Private Service Providers (PSP)/Consultants/Other
   F. Approval of Certified Retirements
   G. Approval of Certified Resignations
   H. Approval of New Classified Employees
   I. Approval of Classified Personnel Resignations
   J. Approval of Extra-Curricular Employees
   K. Approval of Extra-Curricular Resignation
   L. Approval of Extended Out of State Request

VI. Superintendent’s Report
   A. Certified Employee of the Month – Oregon Trail Elementary & Pillar Falls Elementary
   B. Classified Employee of the Month – Oregon Trail Elementary & Pillar Falls Elementary

VII. Instruction
   A. Information Items: (None)
   B. Action Items: (None)

VIII. Budget and Finance
   A. Information Items:
      1. Bond Refunding/Refinance Resolution for Consideration
      2. Student Transportation Selection Process
   B. Action Items:
      1. Bond Refunding/Refinance Resolution Approval

IX. Personnel
   A. Information Items:
      1. Quarterly Policy Revision Recommendations
   B. Action Items: (None)

X. Board Goals
   A. Information Items: (None)
   B. Action Items: (None)

XI. Future Agenda Items
   A. ISBA’s Legislative Day on the Hill Conference Reminder February 19th and 20th
   B. Executive Session Board Meeting February 13, 2018 @ 5:00 p.m.
   C. February 21, 2018 Meeting @ Bickel Elementary – Building Reports
      1-5. Kelli Schroeder, Bickel; Beth Olmstead, Lincoln; Steve Hoy, Morningside; Tyler Matlock, Oregon Trail; Shari Cowger, Rock Creek.

XII. Executive Session as per Idaho Code 74-206(1) Subsections (b)
     (b) to consider student discipline; to consider personnel issues; and superintendent evaluation
     Action items after executive session:
        (1) Student discipline action
        (2) Personnel probation consideration

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
I. Call to Order - The Board of Trustees of School District No. 411, Twin Falls County, State of Idaho, met in its regular monthly meeting at Canyon Ridge High School boardroom #301 located at 300 North College Road, Twin Falls, Idaho, at the hour of 7:00 p.m., on Monday, January 8, 2018. The following trustees were present: Chairman Bernie Jansen, Vice-Chairman Bryan Matsuoka, Trustees Paul McClintock, Mary Barron, and Todd Hubbard (via telephone). There were also present Superintendent of Schools, Brady D. Dickinson; Board Clerk, Michelle Lucas; Associate Superintendent, Bill Brulotte; as well as directors, interested patrons, and employees.

II. Pledge of Allegiance - The Board of Trustees stood and recited the Pledge of Allegiance.

III. Procedural Matters Action Items:

1. Approval of Agenda (Additions and Deletions) – Chairman Jansen asked if there were any additions or deletions to the agenda. There were no additions or deletions. Trustee McClintock moved to approve the agenda as submitted. Trustee Barron seconded the motion. The motion passed unanimously.

IV. Unscheduled Delegations (Audience to Address the Board) – Chairman Jansen asked if there was anyone wishing to address the Board. There was no one.

V. Consent Calendar – Trustee McClintock moved to approve the consent calendar which included: minutes from the December 11, 2017 meeting; board and building financial reports; contracts/private service providers/consultants/other for Tek-Hut, Inc., Idaho Office for Refugees, PowerSchool Agreement, Lauren Jones Agreement; certified release of contract for Hillary Frost; new classified employees: Casie King, Heather Holson, Kimberly Cox, and Maria Preston; in-district transfer for Shelli Hendriks; classified retirements: Nelda Gayer and Shelli Stewart; classified resignations from Janice Burrow, Josselyn Smith, Assia Hamdi, Emilie Hunter, and Virginia Aguirre; extra-curricular employee: Mohamed Talaso; extra-curricular resignations from Brinley Miller and 2018-2019 David Palmer; and requests for alternative authorizations [The TFSD Board of Trustees declared a hiring emergency for the following positions]: for Karley Wilkins as 4th grade teacher at Harrison Elementary and Rachelle Straubhaar as 3rd grade teacher at Harrison Elementary. The motion was seconded by Trustee Barron. Motion passed unanimously.
VI. Superintendent’s Report

A. Superintendent Dickinson announced the certified employee of the month from Perrine Elementary School for the month of January as Amy Adamson, 1st grade teacher and from Rock Creek Elementary, Lori Hinton, 3rd grade teacher.

B. Superintendent Dickinson announced the classified employee of the month from Perrine Elementary School as Alisa Radmall, secretary and from Rock Creek Elementary, Diana Fullmer, playground aide. Superintendent Dickinson read a brief resume' and presented each Ms. Adamson, Ms. Hinton, Ms. Radmall, and Ms. Fullmer with a gift, plaque, and gift certificates for Yellow Brick Café and T.F. Sandwich Company. Ms. Adamson, Ms. Hinton, Ms. Radmall, and Ms. Fullmer thanked the board for the honor.

VII. Instruction A. Information Items: None

VII. Instruction B. Action Items: None

VIII. Budget & Finance

A. Information Items:

1. Chairman Jansen introduced the Resolution entitled: A RESOLUTION CALLING A SPECIAL ELECTION TO BE HELD FOR THE PURPOSE OF SUBMITTING TO THE QUALIFIED ELECTORS OF SCHOOL DISTRICT NO. 411, TWIN FALLS COUNTY, IDAHO, THE PROPOSITION OF THE CERTIFICATION OF A SCHOOL PLANT FACILITIES RESERVE FUND LEVY. Superintendent Dickinson recommended the approval of the 10-year school plant facilities reserve levy election set for March 13, 2018 in the amount of up to Four Million Seven Hundred Fifty Thousand and no/100 Dollars ($4,750,000.00), for fiscal year beginning July 1, 2018, and continuing each year in the amount of up to Four Million Seven Hundred Fifty Thousand and no/100 Dollars ($4,750,000.00) for ten (10) years through fiscal year ending June 30, 2028. Superintendent Dickinson reiterated that this is not a new tax, but a renewal and a continuation of funding for the maintenance and upkeep of our district’s schools. This item was also listed as an action item due to time constraints of getting it to the County Clerk.

2. Child Nutrition Program food bids for the 2nd half of the year were shared. Last year's bid amounts were shared for comparison. The total bid is for $202,745.85. The District serves over 8,000 meals per day, which is over 1.4 million meals per year. Superintendent Dickinson recommends approval.

B. Action Items:

1. After much discussion, Trustee McClintock moved to approve the resolution calling for a school plant facilities reserve fund levy. Vice Chairman Matsuoka seconded the motion. Therefore, the resolution was adopted by the following vote:

   Aye: Bernie Jansen
   Bryan Matsuoka
   Mary Barron
   Paul McClintock
   Todd Hubbard
Thereupon, the Chairman declared said motion carried and said Resolution duly passed and was adopted. The Resolution was thereupon signed by the Chairman of the Board of Trustees in evidence of his approval and was attested by the Clerk of the Board and was ordered recorded in the records of the Board.

2. Administration recommends approval of the bids in the amounts recommended by the Child Nutrition Supervisor, Lori Reith. Trustee McClintock moved to approve the child nutrition bids in the amounts of: Food Services of America $4,924.01; Nicholas & Company, Inc. $7,097.35; and Northwest Distribution $7,014.20; U.S. Foods $1,707.00; Nicholas & Company Weekly 2nd ½ $182,003.29 for a total of $202,745.85. Trustee Barron seconded the motion. Motion passed unanimously.

IX. Personnel A. Information Items: None

IX. Personnel B. Action Items:

1. Vice Chairman Matsuoka moved to approve recommended changes to policies and procedures 3440, 3440P, 3520, 4230, 5404, 9850, 9850P, 3060, 6100, 6400, 7010, 7400, 7405, and 7407 as proposed. Trustee Barron seconded the motion. Motion passed unanimously.

X. Board Goals A. Information Items:

1. The board finalized the agenda for the January 24th board work session.

X. Board Goals B. Action Items: None

XI. Future Agenda Items:

1. The next board meeting is scheduled for January 24, 2018.
2. The next regular board meeting is scheduled for February 12, 2018
3. Idaho School Board Association Legislative Day on the Hill is scheduled for February 19th and 20th, 2018.

XII. Executive Session

Since there was no other business to come before the Board, Trustee McClintock moved that the Board retire into executive session after a five minute break as per Idaho Code 74-206(1) subsection (b) student discipline and personnel issues. Vice Chairman Matsuoka seconded the motion. Chairman Jansen asked the Clerk Michelle Lucas to poll the board. Roll call vote is as follows:

Chairman Bernie Jansen – Yes
Vice Chairman Bryan Matsuoka – Yes
Trustee Mary Barron – Yes
Trustee Paul McClintock – Yes
Trustee Todd Hubbard (via telephone) – Yes

Motion carried. The Board convened into executive session at 7:29 p.m.
Trustee McClintock moved to go out of executive session. Trustee Barron seconded the motion. Motion passed unanimously. The Board opened to the public at 7:44 p.m.

Trustee McClintock moved to uphold the hearing officer’s recommendation to expel five (5) students from the Twin Falls School District #411 two for “Time Served” three for an indefinite period and that these students be expelled from school as defined in Idaho Code 33-205 and that these students be placed under the purview of the Juvenile Correction Act, Idaho Code 20-510 and 20-511. Trustee Barron seconded the motion and motion passed unanimously.

Trustee McClintock moved that the Board ratify the actions of the district’s administration in placing employee 18-1 onto administrative leave and further continue such leave until such time as the matter has resolved and has been properly brought back before the district’s Board or such otherwise ends pursuant to applicable provisions of the Idaho Code. The paid or unpaid status of such leave shall be consistent with the applicable provisions of the Idaho Code. Furthermore, I hereby move that the Board schedule a hearing on the administration’s recommendation of possible immediate discharge of employee 18-1 to be held January 17, 2018, at 5:00 p.m., to be held at the District’s Extension Office. I further move that the Board issue to employee 18-1 a Notice of Recommendation of Possible Immediate Discharge with a copy of the Recommendation of Possible Immediate Discharge appended thereto. Last, I move that the Board delegate to the District’s Administration the authority to accept the resignation of Employee 18-1, should such employee submit a resignation, without the further need of any action by the Board. Trustee Barron seconded the motion. Motion passed unanimously.

Trustee McClintock moved to adjourn the meeting and Vice Chairman Matsuoka seconded the motion and the motion passed unanimously. Meeting adjourned at 7:48 p.m.

______________________________
Chairman Bernie Jansen

ATTEST:

______________________________
Clerk, Michelle Lucas

These minutes have not been approved by the full Board of Trustees.
The Board of Trustees of Twin Falls School District #411 met in executive session on Monday, January 8, 2018 at 7:29 p.m., at Canyon Ridge High School boardroom #301 located at 300 North College Road, Twin Falls, Idaho. Chairman Bernie Jansen conducted the meeting. Vice Chairman Bryan Matsuoka, Trustees Paul McClintock, Mary Barron, and Todd Hubbard (via telephone), Superintendent, Brady Dickinson; Associate Superintendent, Bill Brulotte; Board Clerk, Michelle Lucas, and Director of Human Resources, Shannon Swafford were also present.

Since there was no other business to come before the Board, Trustee McClintock moved that the Board retire into executive session after a five minute break as per Idaho Code 74-206(1) subsection (b) student discipline and personnel issues. Vice Chairman Matsuoka seconded the motion. Chairman Jansen asked the Clerk Michelle Lucas to poll the board. Roll call vote is as follows:

Chairman Bernie Jansen – Yes
Vice Chairman Bryan Matsuoka – Yes
Trustee Mary Barron – Yes
Trustee Paul McClintock – Yes
Trustee Todd Hubbard (via telephone) – Yes

Motion carried. The Board convened into executive session at 7:29 p.m.

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further need of any action by the Board. Trustee Barron seconded the motion. Motion passed unanimously.

Trustee McClintock moved to adjourn the meeting and Vice Chairman Matsuoka seconded the motion and the motion passed unanimously. Meeting adjourned at 7:48 p.m.

ATTEST:

__________________________
Chairman Bernie Jansen

__________________________
Clerk, Michelle Lucas
I. Call to Order - The Board of Trustees of School District No. 411, Twin Falls County, State of Idaho, met in its regular monthly meeting in Canyon Ridge High School boardroom #301 located at 300 North College Road, Twin Falls, Idaho, at the hour of 5:00 p.m., on Wednesday, January 24, 2018. The following trustees were present: Chairman Bernie Jansen, Vice-Chairman Bryan Matsuoka, Trustees Paul McClintock, Mary Barron, and Todd Hubbard. There were also present Superintendent, Brady Dickinson; Board Clerk, Michelle Lucas; Associate Superintendent, Bill Brulotte; district directors, as well as interested patrons, employees, and media.

II. Pledge of Allegiance - The Board of Trustees stood and recited the Pledge of Allegiance.

III. Procedural Matters Action Items:

Approval of Agenda (Additions and Deletions) – Chairman Jansen asked if there were any additions or deletions to the agenda. Trustee McClintock asked to move item XIII. Year-Around School Discussion up before item V. because he has to leave early. Trustee McClintock moved to approve the agenda as amended. Trustee Hubbard seconded the motion. The motion passed unanimously.

IV. Unscheduled Delegations (Audience to Address the Board) – Chairman Jansen asked if there was anyone wishing to address the Board. There was no one.

V. Consent Calendar

Trustee Barron moved to approve the consent calendar, which included: certified retirements for Allyn Reynolds, Pamela Day, and Mandi Snow; certified release of contract for Silvia Renova-Gaxiola; new classified employees: Amanda Crist, Dylan Huffaker, and Dickiesue Cates; In-district transfers for Dawn Hentrup and Sandy Seymour; classified resignations from Ana Paula Cunningham, Debbie Asher, Genja Leitch, and Cassandra Buffalo; extra-curricular employees: Desiree Montoya, Caleb Worley, and Tara Lyons; extra-curricular resignations from Kristi Ursenbach, Tara Lyons, and Allyn Reynolds; and extended out of state travel request from Twin Falls High School. The motion was seconded by Trustee McClintock. Motion passed unanimously.
VI. Year-Around School Discussion

Superintendent Brady Dickinson shared information from his tour of West Ada's year-around schools and the research he found on other year-around schools. He shared schedules from West Ada, Blackfoot, and Preston; pros and cons they shared, and additional feedback. Blackfoot and Preston have year-around schools to help with overcrowding; West Ada's is a school of choice. Superintendent Dickinson shared that data on effectiveness is inconclusive with no significant impact on education. It was also discussed that there may be more interest in a magnet school. Director of Elementary Programs, Teresa Jones shared that there has been some interest in creating a magnet school at Bickel Elementary. After much discussion, it was decided to do additional research to see if there would be staff and community support for a year-round school. Trustee McClintock agreed to attend a Calendar Committee Meeting in October to give input on the creation of a survey on year-around school.

VII. Plant Facilities Levy Presentation

Superintendent Dickinson shared the Plant Facilities Levy Presentation with the Board. He shared enrollment projections, community growth and building needs. This money is to be used to update and maintain our district buildings. He estimated that within the next ten years there would be a need for two more schools. Average age of our buildings is 53 years. All our buildings are in good condition and worth continued maintenance. We plan to invest majority of the funds from this levy to update our older school buildings. The School Plant Facilities Reserve Fund Levy amount is four million seven hundred fifty thousand dollars ($4,750,000), each year for ten years. Dr. Dickinson will share this presentation with approximately 50 different groups and schools to help get the word out to vote. With the increased tax base in Twin Falls, the current tax rate will go down slightly if the levy passes. The need to pass this levy is huge. The election is March 13, 2018, polls are open from 8:00 a.m. to 8:00 p.m. Dr. Dickinson stated that this is not a new tax, but a renewal and a continuation of funding for the maintenance and upkeep of our district's schools.

VIII. 2015-2020 Strategic Plan Tasks Update

The Board reviewed their 2015-2020 Strategic Plan and updated 2017-2018 board tasks within the plan.

IX. Instructional Improvement Plans

Director of Elementary Programs Teresa Jones and Director of Secondary Programs, L.T. Erickson shared highlighted areas in the schools reports that the Board can focus on while asking questions when the principals report out beginning in February. Principals have been reminded to make their reports 10 minutes or less in length and share a few challenges and a few successes. Ms. Jones and Dr. Erickson stood for questions.
X. **Workload Update**

Associate Superintendent, Bill Brulotte and O’Leary Middle School Technology Teacher, Annette McFarlin explained the background and the purpose of the Workload Committee. The committee has approximately one representative per building and their identified areas of concerns are paperwork, planning time, after hours, and meetings. The second part of their discussion are areas required at the district and building levels, which are focused on direct instruction and intervention for students. They gathered input from the committee on these subjects and will send a survey out to all teachers to get feedback. Mr. Brulotte and Mrs. McFarlin stood for questions.

Vice Chairman Matsuoka arrived at 6:15 p.m.

XI. **IBE (Idaho Business for Education) Committee Update**

Director of Community Relations, Eva Craner gave a brief update on the IBE Committee progress. She reiterated the focuses of the committee are on student pathway completions, student to go on but not just to college, and to introduce students to local job opportunities/options. Next, the Committee will work on getting parent involvement, get businesses in contact with educators, and find student intern programs. Superintendent Dickinson shared his experience while visiting West Ada CTE tech centers. West Ada has several options for their students. Cassia County tech center has similar technical programs as West Ada. Our challenge is having the space to set up tech centers. There are many factors to look at such as space, student travel, central location, equaling out the numbers between the two high schools, etc. Dr. Dickinson recommends looking into this further to see if there is a way to accomplish creating a tech center within our district focusing on expanding career pathways for students and encouraging students to stay here locally to contribute to Twin Falls community. Dr. Dickinson shared that a survey about the 1996 plant facilities levy indicated that the levy failed because it included building the alternative high school. The director of CTE, formerly PTE would do a presentation to the board at a later date to share additional information. Dr. Erickson shared that at www.co.org has information if the board would like to research further. Ms. McFarlin added that her daughter started a grass roots program to get students in elementary coding and bringing in computer science with the Hour of Code.

Trustee McClintock left at 6:42 p.m.

XII. **2018-2019 School District Calendar Action**

Superintendent Dickinson gave an update on what was accomplished at the mini negotiations on January 11, 2018. The Negotiations team agreed to do a one-year MOU language to change the October State In-service days to student contact days. The calendar was reviewed by the board in December and returned tonight for board action. Vice Chairman Matsuoka moved to approve the 2018-2019 School District Calendar as presented. Trustee Barron seconded the motion. Motion passed unanimously.
XIII. Superintendent Evaluation Form and Timeline Discussion

Superintendent Dickinson shared a draft superintendent evaluation summary sheet and stood for questions. The Board discussed having Dr. Dickinson create his professional goals to share with the board at the February 12, 2018 board meeting. The Board will evaluate him based on these goals. In the future, the Board will have him set goals in July based off the strategic plan to be evaluated on.

XIV. Day on the Hill Talking Points

Attending 2018 Day on the Hill in Boise will be Superintendent, Brady Dickinson; Director of Fiscal Affairs, Bob Seaman; Board Chairman, Bernie Jansen; and Trustees, Mary Barron, Todd Hubbard, and Bryan Matsuoka. Trustees discussed talking points they can discuss with legislators while in attendance at the conference.

XV. Executive Session

Since there was no other business to come before the Board, Trustee Hubbard moved that the Board retire into executive session after a five-minute break as per Idaho Code 74-206(1) subsection (b) student discipline. Vice Chairman Matsuoka seconded the motion. Chairman Jansen asked the Clerk Michelle Lucas to poll the board. Roll call vote is as follows:
Chairman Bernie Jansen - Yes
Vice Chairman Bryan Matsuoka - Yes
Trustee Mary Barron - Yes
Trustee Todd Hubbard - Yes
Motion carried. The Board convened into executive session at 7:18 p.m.

Trustee Barron moved to go out of executive session. Vice Chairman Matsuoka seconded the motion. Motion passed unanimously. The Board opened to the public at 7:24 p.m.

Vice Chairman Matsuoka moved to uphold the hearing officer's recommendation to expel one (1) student from the Twin Falls School District #411 for an indefinite period and that this student be expelled from school as defined in Idaho Code 33-205 and that this student be placed under the purview of the Juvenile Correction Act, Idaho Code 20-510 and 20-511. Trustee Barron seconded the motion and motion passed unanimously.

Trustee Hubbard moved to adjourn the meeting, Trustee Barron seconded the motion and the motion passed unanimously. Meeting adjourned at 7:24 p.m.

Chairman Bernie Jansen

ATTEST:

Clerk, Michelle Lucas
The Board of Trustees of Twin Falls School District #411 met in executive session on Wednesday, January 24, 2018 at 7:18 p.m., at Canyon Ridge High School boardroom #301 located at 300 North College Road, Twin Falls, Idaho. Chairman Bernie Jansen conducted the meeting. Vice Chairman Bryan Matsuoka, Trustees Mary Barron, and Todd Hubbard; Superintendent Brady Dickinson; Associate Superintendent, Bill Brulotte; and Clerk Michelle Lucas were also present. Trustee Paul McClintock was not in attendance.

Since there was no other business to come before the Board, Trustee Hubbard moved that the Board retire into executive session after a five-minute break as per Idaho Code 74-206(1) subsection (b) student discipline. Vice Chairman Matsuoka seconded the motion. Chairman Jansen asked the Clerk Michelle Lucas to poll the board. Roll call vote is as follows:
Chairman Bernie Jansen - Yes
Vice Chairman Bryan Matsuoka - Yes
Trustee Mary Barron - Yes
Trustee Todd Hubbard – Yes
Motion carried. The Board convened into executive session at 7:18 p.m.

Trustee Barron moved to go out of executive session. Vice Chairman Matsuoka seconded the motion. Motion passed unanimously. The Board opened to the public at 7:24 p.m.

Vice Chairman Matsuoka moved to uphold the hearing officer’s recommendation to expel one (1) student from the Twin Falls School District #411 for an indefinite period and that this student be expelled from school as defined in Idaho Code 33-205 and that this student be placed under the purview of the Juvenile Correction Act, Idaho Code 20-510 and 20-511. Trustee Barron seconded the motion and motion passed unanimously.

Trustee Hubbard moved to adjourn the meeting, Trustee Barron seconded the motion and the motion passed unanimously. Meeting adjourned at 7:24 p.m.

________________________
Chairman Bernie Jansen

ATTEST:

________________________
Clerk, Michelle Lucas
## Twin Falls School District #411

**Monthly Long-Term Suspension Board Report**

**January, 2018**

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**Districtwide - Total Number of Students Suspended** 80

**Districtwide - Total Number of Days Suspended** 113
EXECUTIVE SUMMARY

Submitted for Board Information MO/DD/YYYY

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<th>Dates of Service</th>
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<td>Kristi Kulik, Sign Language Interpreter</td>
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<td>1/2018-1/2019</td>
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</tbody>
</table>

NOTE: Per Board Policy 5725: "The District encourages the use of private service providers and professional consultants as resource individuals when such consultative services will be helpful in the improvement of the educational program of the District. The District, through the Superintendent as its designee, may enter into contracts with private service providers and/or consultants to provide necessary services to students." In no event shall such agreement exceed twelve (12) calendar months."
Service Provider Agreement

THIS AGREEMENT, entered into on this 8th day of January 2018 between Kristi Kulik, ASL Interpreter, (hereinafter known as "Provider") and Twin Falls School District, Twin Falls, Idaho (hereinafter known as "District") for the calendar school year 2017-2018; The parties to this agreement, in consideration of the mutual covenants and stipulations set out herein, agree as follows:

ARTICLE 1. TERMS OF AGREEMENT
The period of this agreement will commence on the 8th of January 2018 and remain in effect until the 24th day of May, 2018.

ARTICLE 2. RELATIONSHIP OF PARTIES
In performing services under Agreement, Provider is and shall at all times remain an independent contractor of the District. Nothing herein is to be construed as establishing an employer-employee relationship.

ARTICLE 3. CONFIDENTIALITY OF PARTIES
Provider agrees that all information regarding services provided pursuant to this Agreement, including, but not limited to, the student's identity and the nature of services rendered, shall be confidential. Provider is prohibited from disclosing any information obtained as a result of rendering services pursuant to this agreement to any individual not authorized by the District without parental consent.

ARTICLE 4. REPORTING OF ABUSE, ABANDONMENT OR NEGLECT
Provider acknowledges its obligation to comply with Idaho Code 16-1601, et seq. and report within 24 hours, any suspected abuse, abandonment, or neglect of a child to the Building Administrator. The building administrator will assist with further reporting.

ARTICLE 5. PROVIDER LICENCE
For the duration of the contract, the provider will maintain in effect and have in possession, all applicable licenses required by state and federal laws for ASL Interpreters. Provider will supply support services with a current copy of said license each year.

ARTICLE 6. INSURANCE AND LIABILITY
Provider shall be solely liable for any loses or damages resulting from Provider's performance of any of the services covered by this agreement. Provider shall indemnify and hold harmless the District from any liability including, but not limited to, costs, expenses, and attorney's fees resulting from Provider's performance of the services provided under this agreement. Providers Worker's Compensation Policy and Proof of liability insurance shall be submitted to the district within one month of the date of this agreement. Provider will provide the district with a copy of $1,000,000,000, liability insurance naming Twin Falls School District as insured.

**ARTICLE 7. AMENDMENT/TERMINATION**

This Agreement may be amended at any time with the prior written mutual consent of both parties. Any and all amendments to this Agreement shall be in writing. Additionally, either party may terminate this Agreement within 30 days written notice.

**ARTICLE 8. NON-DISCRIMINATION**

The parties hereby agree that no person shall on the grounds of race, color, creed, national origin, sex, age, or disability, be excluded from or denied participation in, or otherwise subjected to discrimination under any activity performed pursuant to this Agreement.

**ARTICLE 9. SCOPE AND SEQUENCE OF SERVICES**

Provider agrees to provide services to Twin Falls School District students who qualify for services via an evaluation team process. Provider will provide ASL Interpreting services. If the provider will be unavailable for a day, provider agrees to contact the schools and support services. A detailed service statement will be delivered to support services before the 6th of each month for services rendered. If the statement arrives after the 6th payment will be paid the following month.

**ARTICLE 10. DISTRICT OBLIGATION**

Twin Falls School District will provide notice to the provider of meetings in advance if the ASL Interpreter is required to attend.

**ARTICLE 11. COMPENSATION FOR SERVICES**

Provider shall be compensated in the amount of $35.00 per hour based on 7 hours per day for the duration of the contract payable after the statements are presented and approved by the Board of Trustees each month. Checks will be released and sent out from the Twin Falls School District office.
This Agreement is entered into as of the date given below (the "Effective Date") by and between Franklin Covey Client Sales, Inc., a Utah corporation whose address is 2200 West Parkway Blvd., Salt Lake City, Utah 84119 ("FranklinCovey") and the following organization ("Client"):

Organization: Oregon Trail Elementary
Address: 660 Park Ave
City, State, ZIP: Twin Falls, ID 83301

Contact Person: Tyler Matlock
Telephone: (208) 733-8480 x3812
Email Address: matlockty@tfsd.org

Part I
Training Sessions/Materials and Pricing

Services to be provided include:

Workshop/Event Logistics
Title: The Leader in Me "7 Habits Signature 4.0"
Date(s): January 24, 2018
Time: 8:00 AM – 3:00 PM
Consultant(s): John Flokstra

Fees and Participant Materials:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Investment</td>
<td>$2,797.00</td>
</tr>
</tbody>
</table>

Part II
TLIM Online and Intellectual Property License

If Client has elected to become a Leader in Me school, teachers and/or staff of Client ("Users") are entitled to access "The Leader in Me Online" protected site of FranklinCovey's Leader in Me website (the "TLIM Online") located at www.TheLeaderInMeOnline.org and receive a limited license to use certain FranklinCovey intellectual property as defined in this Section.

Grant of Rights To TLIM Online: FranklinCovey hereby grants Client, a limited, non-exclusive, non-transferable, revocable license for Users, for whom an annual license fee has been paid, to access the TLIM Online. Access to the TLIM Online shall be available only to Users, who will receive a unique registration code from an authorized representative of Client (e.g. Principal) prior to logging into the site. Client and Users agree not to make the TLIM Online available in any manner to individuals who are not a party to this Agreement or to the general public and specifically students. The TLIM Online is provided for the benefit of Users only who have paid a license fee for this site. FranklinCovey will not provide technical support to Client and Users or be liable in the event the TLIM Online or related technology fails. Users agree to accept the terms and conditions of the TLIM Online site.

Intellectual Property License: FranklinCovey hereby grants to the Client, a limited, non-exclusive license (the "License"), to use the FC IP (defined below) within Client's schools only in connection with the delivery or promotion of FranklinCovey's The Leader in Me solution within its school. For clarity, the FC IP may be used with, but not meant to be limiting, lesson plans, bulletin boards, posters, tee shirts, pins and songs and other similar uses, excluding planners/agendas, unless purchased through Premier, a division of School Specialty. Further, Client shall not use a FranklinCovey trademark, such as "The Leader in Me", in or as a domain name. The License to the FC IP shall not be sublicensed, assigned, or transferred by Client. All works created by Client, using the FC IP shall be deemed derivative work ("Derivative Works"), and are owned by FranklinCovey and may be used only pursuant to the license granted herein. The FC IP shall mean The Leader in Me trademarks and copyrighted materials provided to the school by FranklinCovey, including The 7 Habits. Client shall effectively communicate to its staff, employees, teachers and anyone else who may have access to or receive the FC IP, that such FC IP is copyright-protected and the proprietary property of FranklinCovey, and that neither Client nor its employees shall modify, reproduce, file share, email, distribute to a third party, or publicly post (Slide Share, YouTube, etc.) the FC IP and any Derivative Works created by Client or its employees except as expressly provided for herein. The FC IP is for the benefit of Client for use within its school only.

Term of TLIM Online and License: The TLIM Online and License granted above shall commence with the Effective Date and continue for one (1) year and year to year thereafter. Client may terminate the rights granted herein by providing written notice sixty (60) days prior to the end of each 12-month period; however, all fees are non-refundable once the 12-month period and any subsequent year thereafter has commenced.

Part III
Coaching Terms and Conditions

The Leader in Me Coaching System provides an opportunity for staff and/or teachers of Client to attend the sessions described herein. Notwithstanding other terms and conditions in conflict with these terms and conditions, the following terms shall govern the coaching services.
Onsite Coaching Day(s): Your Leader in Me Coach will visit your school and assist you to implement your plans to achieve measurable results through your Leader in Me implementation. During the day(s), he or she will lead sessions of analyzing evidence, feedback and reflection, sharing learning resources and tools, and supporting action planning. Your coach will provide a written summary of each visit including links to key resources.

Regional Lighthouse Coordinator Academy: Lighthouse Coordinator Academy provides an opportunity for two (2) staff member to participate in a professional learning community for (2) days with other schools to acquire skills and deepen implementation of The Leader in Me. This day will be held at a location in or near your community determined by FranklinCovey.

Regional New-Staff Training: New-staff Training provides an opportunity to allow new staff to participate in a regional 7 Habits Signature 4.0 training and is (2) two days of professional development at a location in or near your community determined by FranklinCovey.

Regional Principal’s Academy: Principal’s Academy brings premiere leadership training to principals, assistant principals, and other education leaders for (2) two days of professional development at a location in or near your community determined by FranklinCovey.

Cancellation/Rescheduling Fees: Fifteen (15) calendar days’ notice is required to cancel or reschedule the Onsite Coaching Day. If Client provides fewer than fifteen (15) days’ notice, Client will be billed a cancellation fee of $1,250 or a rescheduling fee of $625 to cover costs incurred by FranklinCovey. Client will not be assessed a cancellation/rescheduling fee if the Onsite Coaching day is cancelled or rescheduled by FranklinCovey.

Participant Travel Expenses: In the event, participants travel to a Regional Lighthouse Coordinator Academy, Regional New-Staff Training or Regional Principal’s Academy, participant travel expenses will be borne by Client.

Refund Policy: The fee for the Coaching System™ is non-refundable. Therefore, it is Client’s responsibility to coordinate a date for the Onsite Coaching Day(s), Regional Lighthouse Coordinator Academy, Regional New-Staff Training and Regional Principal’s Academy.

Coaching Guarantee: FranklinCovey is committed to providing a quality training experience for every participant who participates in The Leader in Me Coaching System. Should any part of The Leader in Me Coaching System - Onsite or Regional Training and Academies - fail to meet the Client’s expectations for any reason, the Client will not be invoiced for that portion.

Part IV
General Terms and Conditions

Payment Terms: FranklinCovey shall invoice Client for all fees and costs associated with this Agreement, including shipping and handling, sales and use taxes (unless Client submits proof of its tax-exempt status to FranklinCovey), and, if applicable, Consultant’s reasonable travel expenses. All shipments are FOB Shipping Point. Client shall pay the invoiced amount within thirty (30) days of the invoice date. Fees are subject to an annual price increase. FranklinCovey will provide thirty (30) days written notice of such price increase.

Cancellation/Rescheduling Fees: Fifteen (15) calendar days’ notice is required to cancel or reschedule a training session. If Client provides fewer than fifteen (15) days’ notice, Client will be billed a cancellation fee of 75% or a rescheduling fee of 25% of the consultant fee to cover costs incurred by FranklinCovey, as well as any travel costs imposed on FranklinCovey as a result of such cancellation or rescheduling. Client will not be assessed a cancellation/rescheduling fee for any training session canceled or rescheduled by FranklinCovey.

Facilities: Client shall be responsible for providing an appropriate classroom for scheduled training session and to furnish the classroom with audio/visual equipment and minor supplies (flip chart, markers) required by FranklinCovey and all costs associated therewith.

Copyright: FranklinCovey owns all intellectual property rights, proprietary rights and copyrights to all training session concepts and materials. Any unauthorized use, reuse, copying, reproduction, recording, transmittal, modification or revision of such materials or concepts of the scheduled training session or any portion thereof is expressly prohibited and shall constitute a breach of this Agreement and/or federal copyright law. The training session materials provided herein are intended for personal use only by the participant to apply the concepts learned within the school, and are not for resale or public display. Nothing in this Agreement implies a grant of license for Client to use the training session concepts and materials outside of the scope of this Agreement.

Recordings: Client shall not make or allow to be made any audio and/or video recordings of the training sessions. Client shall inform the audience and otherwise take reasonable actions to insure that no recordings of the training sessions are made.

Substitution of Instructor: If for any reason the scheduled instructor is unable to conduct the training session, FranklinCovey will provide a substitute instructor or, at Client’s option, reschedule the training session. In the case of a cancellation or rescheduling by FranklinCovey, Client will not be charged a cancellation/rescheduling fee.

Returning Participant Materials: FranklinCovey will extend a refund for unused participant materials returned within thirty (30) days of purchase or training session date. Customized products, online profiles, and online learning modules are not eligible for refund. Electronic and software products must be returned within fourteen (14) days of purchase or training session date in the original.
unopened packaging for refund. All materials carry an unconditional guarantee against any manufacturing defect for one (1) full year.

**Training Session Guarantee:** FranklinCovey is committed to providing a quality training experience for every participant who attends a FranklinCovey training session. Should a training session fail to meet the Client's expectations for any reason, Client will not be invoiced for the training session.

**Measureable Results Assessment:** The Leader in Me process includes a survey whereby staff, parents and students are asked some questions related to leadership, culture and academics. An authorized person from the school will be provided a URL link of the survey questions to share with staff, parents and students. Personally identifiable information ("PII") will not be collected as part of the survey, but in the event information is categorized as PII, then FranklinCovey will not permit disclosure outside its own organization and it will take all commercially practicable measures to destroy PII when it is no longer needed for the purpose of the survey. Survey results will be compiled in an aggregate form and shared with third parties such as donors and sponsors. It may also be used for research. To emphasize, no PII will be collected and the survey is not mandatory.

**Entire Agreement:** This Agreement represents the entire understanding between the parties and supersedes all prior agreements, whether written or oral, relating to the subject matter hereof. In the event any terms contained in any subsequent purchase order (or similar document) sent or received in connection with this Agreement are inconsistent with the terms of this Agreement, the terms of the Agreement shall prevail.

**Leader in Me Notifications:** FranklinCovey may send to teachers, staff and employees via email or other means, promotional materials, product updates, upcoming events and other information pertinent to The Leader in Me process. Anyone receiving such information may opt out at any time.

**Modification of Agreement:** All amendments or modifications to this Agreement must be in writing signed by the parties hereto. The person executing this Agreement warrants that they have the authority to bind Client.

**Affirmative Action/Equal Opportunity Employer:** FranklinCovey complies with the EEO Clause of EO 11246, as amended, and the provisions of 41 CFR Section 60-300.5(a); 41 CFR Section 60-741.5(a); 41 CFR Section 60-1.4(a) and (c); 41 CFR Section 60-1.7(a); 48 CFR Section 52.222-54(e); and 29 CFR Part 471, Appendix A to Subpart A, with respect to affirmative action program and posting requirements.

**Force Majeure:** Neither Client nor FranklinCovey shall be required to perform any term, condition, or covenant of this Agreement so long as such performance is delayed or prevented by acts of God, material or labor restriction by any governmental authority, civil riot, floods, hurricanes, or other natural disasters, or any other cause not reasonably within the control of Client or FranklinCovey.

**Governing Law:** This Agreement shall be governed in accordance with the laws of the State of Utah. In the event that any action is necessary to enforce the terms of this Agreement, the prevailing party shall be entitled to recover reasonable costs and attorneys' fees, whether or not any suit is filed.

**Effective Date:** January 2, 2018

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**FranklinCovey Client Sales, Inc.**

**Signature:** 

**By:** Kristen Tavernaris

**Title:** Client Service Coordinator

**Email:** kristen.tavernaris@frankincovey.com

**Fax:** (801) 817-8560

---

**Oregon Trail Elementary**

**Signature:** 

**By:**

**Title:**

**Email:**

**Fax:**
This Agreement is entered into as of the date given below (the “Effective Date”) by and between Franklin Covey Client Sales, Inc., a Utah corporation whose address is 2200 West Parkway Blvd., Salt Lake City, Utah 84119 (“FranklinCovey”) and the following organization (“Client”):

Organization: Robert Stuart Middle
Address: 644 Caswell Ave
City, State, ZIP: Twin Falls, ID 83301

Contact Person: Amy McBride
Telephone: (208) 733-4875
Email Address: mcbrideam@tfsd.org

Services to be provided include:

Part I
Training Sessions/Materials and Pricing

Title: The leader in Me “7 Habits Signature 4.0”
Date(s): January 24, 2018
Time 8:00 AM – 3:00 PM
Seat Count 4
Consultant(s) John Flokstra

Fees and Participant Materials:

| Total Investment       | $2,173.00 |

Part II
TLIM Online and Intellectual Property License

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measurable results through your Leader in Me Implementation. During the day(s), he or she will lead sessions of
analyzing evidence, feedback and reflection, sharing learning resources and tools, and supporting action planning. Your
coach will provide a written summary of each visit including links to key resources.

Regional Lighthouse Coordinator Academy: Lighthouse Coordinator Academy provides an opportunity for two (2) staff member
to participate in a professional learning community for (2) days with other schools to acquire skills and deepen
implementation of The Leader in Me. This day will be held at a location in or near your community determined by
FranklinCovey.

Regional New-Staff Training: New-staff Training provides an opportunity to allow new staff to participate in a regional 7
Habits Signature 4.0 training and is (2) two days of professional development at a location in or near your community
determined by FranklinCovey.

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written notice of such price increase.

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classroom with audio/visual equipment and minor supplies (flip chart, markers) required by FranklinCovey and all costs
associated therewith.

Copyright: FranklinCovey owns all intellectual property rights, proprietary rights and copyrights to all training session concepts and
materials. Any unauthorized use, reuse, copying, reproduction, recording, transmittal, modification or revision of such materials
or concepts of the scheduled training session or any portion thereof is expressly prohibited and shall constitute a breach of this
Agreement and/or federal copyright law. The training session materials provided herein are intended for personal use only by
the participant to apply the concepts learned within the school, and are not for resale or public display. Nothing in this Agreement
implies a grant of license for Client to use the training session concepts and materials outside of the scope of this Agreement.

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Entire Agreement: This Agreement represents the entire understanding between the parties and supersedes all prior agreements, whether written or oral, relating to the subject matter hereof. In the event any terms contained in any subsequent purchase order (or similar document) sent or received in connection with this Agreement are inconsistent with the terms of this Agreement, the terms of the Agreement shall prevail.

Leader in Me Notifications: FranklinCovey may send to teachers, staff and employees via email or other means, promotional materials, product updates, upcoming events and other information pertinent to The Leader in Me process. Anyone receiving such information may opt out at any time.

Modification of Agreement: All amendments or modifications to this Agreement must be in writing signed by the parties hereto. The person executing this Agreement warrants that they have the authority to bind Client.

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Force Majeure: Neither Client nor FranklinCovey shall be required to perform any term, condition, or covenant of this Agreement so long as such performance is delayed or prevented by acts of God, material or labor restriction by any governmental authority, civil riot, floods, hurricanes, or other natural disasters, or any other cause not reasonably within the control of Client or FranklinCovey.

Governing Law: This Agreement shall be governed in accordance with the laws of the State of Utah. In the event that any action is necessary to enforce the terms of this Agreement, the prevailing party shall be entitled to recover reasonable costs and attorneys’ fees, whether or not any suit is filed.

Effective Date: January 10, 2018

FranklinCovey Client Sales, Inc.

Signature: Kristen Tavernaris

By: Kristen Tavernaris
Title: Client Service Coordinator
Email: kristen.tavernaris@franklincovey.com
Fax: (801) 817-8560
Client Partner: Audrea Lotman

Robert Stuart Middle

Signature: ______________________________

By: ______________________________
Title: ______________________________
Email: ______________________________
Fax: ______________________________
THIS AGREEMENT, entered into on this _ day of January 2018, between Dr. Paul Hansmann (hereinafter known as "Provider") and Twin Falls School District, Twin Falls, Idaho (hereinafter known as "District") for the calendar year 2018.

The parties to this agreement, in consideration of the mutual covenants and stipulations set out herein, agree as follows:

ARTICLE 1. TERMS OF AGREEMENT
The period of this agreement will commence on the ___ of January, 2018 and remain in effect until the ____ day of January, 2019.

ARTICLE 2. RELATIONSHIP OF PARTIES
In performing services under Agreement, Provider is and shall at all times remain an independent contractor of the District. Nothing herein is to be construed as establishing an employer-employee relationship.

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Provider agrees that all information regarding services provided pursuant to this Agreement, including, but not limited to, the student's identity and the nature of services rendered, shall be confidential. Provider is prohibited from disclosing any information obtained as a result of rendering services pursuant to this agreement to any individual not authorized by the District without parental consent.

ARTICLE 4. REPORTING OF ABUSE, ABANDONMENT OR NEGLECT
Provider acknowledges its obligation to comply with Idaho Code 16-1601, et seq. and report within 24 hours, any suspected abuse, abandonment, or neglect of a child to the Building Administrator. The building administrator will assist with further reporting.

ARTICLE 5. PROVIDER LICENCE
For the duration of the contract, the provider will maintain in effect and have in possession, all applicable licenses required by state and federal laws, if applicable. Provider will supply support services with a current copy of said license each year.
ARTICLE 6. INSURANCE AND LIABILITY
Provider shall be solely liable for any losses or damages resulting from Provider's performance of any of the services covered by this agreement. Provider shall indemnify and hold harmless the District from any liability including, but not limited to, costs, expenses, and attorney's fees resulting from Provider's performance of the services provided under this agreement. Provider's Worker's Compensation Policy and Proof of liability insurance shall be submitted to the district within one month of the date of this agreement. Provider will provide the district with a copy of $1,000,000,000, liability insurance naming Twin Falls School District as insured.

ARTICLE 7. AMENDMENT/TERMINATION
This Agreement may be amended at any time with the prior written mutual consent of both parties. Any and all amendments to this Agreement shall be in writing. Additionally, either party may terminate this Agreement within 30 days written notice.

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The parties hereby agree that no person shall on the grounds of race, color, creed, national origin, sex, age, or disability, be excluded from or denied participation in, or otherwise subjected to discrimination under any activity performed pursuant to this Agreement.

ARTICLE 9. SCOPE AND SEQUENCE OF SERVICES
Provider agrees to provide behavioral consultation services to Twin Falls School District related to developing a day treatment program, training and support of district staff in behavior strategies and on site visits to provide consultation to the district as requested. A detailed service statement will be delivered to support services before the 6th of each month for services rendered. If the statement arrives after the 6th payment will be paid the following month.

ARTICLE 10. DISTRICT OBLIGATION
Twin Falls School District will provide notice to the provider of meetings and training.

ARTICLE 11. COMPENSATION FOR SERVICES
Provider shall be compensated in the amount of $55.00 per hour for consultation services. For site visits and on-site training provided to district employees, Provider will be reimbursed a flat fee of $800 for each on site visit and for each day of staff training. Total contract will not exceed $25,000. Provider will present district with invoices monthly. Invoices will be payable after the statements are presented and approved by the Board of Trustees each month. Checks will be released and sent out from the Twin Falls School District office.

Dr. Paul Hansmann

Michael Jena
Date: February 6, 2018

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

From: Sonia DeLeon, Human Resources Manager

Re: Certified Retirements – 2018-2019

The following certified employees have submitted their retirement letter resigning their position for the 2018-2019 school year:

- Kammie Hafer, Teacher - 3rd Grade at Sawtooth Elementary School
- Ana Nail, Teacher - Teacher - ESL at Harrison Elementary School
- Terri Moore, Teacher - 2nd Grade at Harrison Elementary School

The Human Resource Department recommends to the Superintendent and the Board of Trustees that we accept these resignations.
Date: February 6, 2018

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

From: Sonia DeLeon, Human Resources Manager

Re: Certified Resignations

The following certified employees have submitted their resignation letter resigning their position for the 2018-2019 school year:

- Alyssa Lekkerkerk, Teacher - 3rd Grade at Pillar Falls Elementary School
- Kristin Miller, Teacher – 3rd Grade at Perrine Elementary School

The Human Resource Department recommends to the Superintendent and the Board of Trustees that we accept these resignations.
Date: February 6, 2018

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 be approved for hiring for the 2017-2018 school year:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heidi Figuero</td>
<td>Para educator (PreSchool) at Harrison Elementary School</td>
</tr>
<tr>
<td>Christy Hulme</td>
<td>Cook at Sawtooth Elementary School</td>
</tr>
<tr>
<td>Sara Garner</td>
<td>Playground Aide at Morningside Elementary School</td>
</tr>
<tr>
<td>Cody Smith</td>
<td>Crossing Guard at Lincoln Elementary School</td>
</tr>
<tr>
<td>Sharon Arp</td>
<td>Para educator (Behavior) at Perrine Elementary School</td>
</tr>
<tr>
<td>Celestial Tuck</td>
<td>Playground Aide at Harrison Elementary School</td>
</tr>
<tr>
<td>Allison Ward</td>
<td>Para educator at South Hills Middle School</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Watkins</td>
<td>Head Custodian at Rock Creek Elementary School</td>
</tr>
<tr>
<td>Julie Lucas Biswell</td>
<td>Cook at South Hills Middle School</td>
</tr>
<tr>
<td>KymMarie Moore</td>
<td>Para educator (Behavior) at Twin Falls High 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

William Brulotte
Associate Superintendent
Date: February 6, 2018

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:

- Holly Armstrong – Tray Washer at Pillar Falls Elementary School
- Tiffany Katsules – Para educator at Perrine Elementary School
- Chantia Hamilton – Bookkeeper at Twin Falls High School

The Human Resources Department recommends to the Superintendent and the Board of Trustees that we accept these resignations.
Date: February 6, 2018

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 these individuals listed below be approved for hiring and a supplementary contract or employment letter be issued for the 2017-2018 or 2018-2019 school year.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian Harmison</td>
<td>JV Assistant Softball Coach – 2017-18</td>
<td>Canyon Ridge High School</td>
</tr>
<tr>
<td>JayCee Hovey</td>
<td>Assistant Cheer Coach – 2017-18</td>
<td>South Hills Middle School</td>
</tr>
<tr>
<td>Andria Harshman</td>
<td>Head Volleyball Coach – 2018-19</td>
<td>Twin Falls High School</td>
</tr>
</tbody>
</table>
Date: February 6, 2018

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 his resignation letter resigning his position for the 2018-2019 school year:

- Vern Skip McFarland – Soccer Coach (Girls) at O’Leary Middle School

The Human Resources Department recommends to the Superintendent and the Twin Falls School District Board of Trustees that we accept this resignation.
TRAVEL – EXTENDED & OUT-OF-STATE

REQUEST FOR OUT-OF-STATE TRAVEL

Name of Organization Making Request: Canyon Ridge H.S. Dolce Serenata

Proposed Travel Dates From: 4/27-28/18

Brief Explanation of Proposed Trip: Choral Clinic – Choral Competition

Overnight: Hotel to be arranged. “Music in the Parks”

Sponsor Signature(s): Date: 1/19/18

Number of Students Attending: 45

Number of Supervising Adults: 6

Amount of School Time to be Missed: 1 Day

The Following Requests are Made Relative to this Proposed Trip:

(Waivers required for overnight out of state trips with the exception of IHSA activities)

1. Bus: Yes [ ] No [ ] Bus Capacity Needed: US

2. Finances: Yes [ ] No [ ] If Yes, Total Amount:

3. Transportation Expenses: Yes [ ] No [ ]

4. Bus Request Submitted: Yes [ ] No [ ]

5. Financial Breakout: Student/Parent $[100.00] Club $[45.00] Organization $[45.00] School $[21.25]

6. Organization: CRHS Chorus

7. Destination: Layton Utah

Principal’s Recommendation: O.K.

Principal’s Signature: Date: 1/19/18

By signing this form you are acknowledging all necessary waivers have been received.

Superintendent’s Recommendation: Approved

Superintendent’s Signature: Date: 1/23/18

Board Action: Approved as Proposed [ ] Approved with Modifications [ ] Not Approved [ ]

Total Student Cost: $[100.00]

School Costs:

1. Transportation (To & From) .... $[2000.00]
   A. Bus or SUV’s $[1000.00]
   B. Plane $[1000.00]

2. Lodging ......................... $[1300.00]

Total School Cost: $[45.00] $[21.25]

Less Commitment: $[ ] $[ ]

GRAND TOTAL: $[ ] $[ ]

Vocational Programs (and others, as determined by the principal) will cover all advisor costs from vocational appropriations and/or club/organization funds.

7-7-10
**EMPLOYEE OF THE MONTH QUESTIONS**

<table>
<thead>
<tr>
<th>Name:</th>
<th>SHANNON YOUNGMAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position:</td>
<td>5TH GRADE OREGON TRAIL ELEMENTARY</td>
</tr>
<tr>
<td>Hometown:</td>
<td>APPLE VALLEY, CALIFORNIA</td>
</tr>
<tr>
<td>Inspiration:</td>
<td>ALL OF THE AMAZING TEACHERS I HAD (TOO MANY TO LIST!)</td>
</tr>
<tr>
<td>Pet Peeve:</td>
<td>PUNCTUALITY</td>
</tr>
<tr>
<td>You Have a 10 Minute Speech to give at a High School. What is the Title?</td>
<td>BE A GOOD HUMAN</td>
</tr>
<tr>
<td>What Word Describes you Best?</td>
<td>DETERMINED</td>
</tr>
<tr>
<td>One Thing People Don’t Know About You:</td>
<td>I HAVE 3 HOUSE RABBITS</td>
</tr>
<tr>
<td>If you Could be any Character in Fiction, Who Would you be?</td>
<td>LESLIE KNOPE: I JUST LOVE HER PASSION FOR HER JOB!</td>
</tr>
<tr>
<td>Favorite Movie or Book:</td>
<td>THE COUNT OF MONTE CRISTO (BOOK)</td>
</tr>
<tr>
<td>Which Sitcom, Past or Present, is most Reflective of your Life?</td>
<td>PARKS AND RECREATION</td>
</tr>
<tr>
<td>How do you want to be Remembered?</td>
<td>I WANT TO BE REMEMBERED AS SOMEONE WHO TRIED TO SEE THE GOOD IN OTHERS</td>
</tr>
<tr>
<td>The Favorite Part of My Day Is:</td>
<td>THE MORNING WHEN THE STUDENTS COME IN TO START THEIR DAY AND ARE EXCITED TO BE HERE.</td>
</tr>
</tbody>
</table>

**Principal Note:**

Shannon is the cream of the crop! Her impact extends well beyond her class and throughout our school.
**Employee of the Month Questions**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Alyssa Letkerkerk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position:</td>
<td>3rd grade teacher 😊 @ Pillar Falls</td>
</tr>
<tr>
<td>Hometown:</td>
<td>Chino, CA (moved to Filer, ID in 2006)</td>
</tr>
<tr>
<td>Inspiration:</td>
<td>My mother, who taught for years over pricled coffee tied w/ no name on papers</td>
</tr>
<tr>
<td>Pet Peeve:</td>
<td>Overpriced coffee tied w/ no name on papers</td>
</tr>
<tr>
<td>You have a 10 Minute Speech to give at a High School. What is the Title?</td>
<td>&quot;Adulting&quot; 101</td>
</tr>
<tr>
<td>What word describes you best?</td>
<td>Adventurous</td>
</tr>
<tr>
<td>One Thing People Don't Know About You:</td>
<td>I lived in Hawaii for 3 years</td>
</tr>
<tr>
<td>If you could be any Character in Fiction, Who Would you be?</td>
<td>Pippi Longstocking - she's carefree &amp; hilarious</td>
</tr>
<tr>
<td>Favorite Movie or Book:</td>
<td>Recent favorite - Wonder</td>
</tr>
<tr>
<td>Which Sitcom, Past or Present, is most reflective of your life?</td>
<td>That 70's show</td>
</tr>
<tr>
<td>How do you want to be remembered?</td>
<td>Everyone's favorite teacher 😊</td>
</tr>
<tr>
<td>The Favorite Part of My Day Is:</td>
<td>When I'm sipping my coffee, preferably before it gets cold!</td>
</tr>
</tbody>
</table>

**Principal Note:**

Alyssa has done an amazing job the past 2 years at Pillar Falls. She is a natural born teacher. She needs very little guidance and she is always looking for ways to grow as a teacher. She is positive, friendly and enthusiastic. We love having her at Pillar Falls!
<table>
<thead>
<tr>
<th>Name:</th>
<th>Marcella Yergensen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position:</td>
<td>Paraeducator - Oregon Trail</td>
</tr>
<tr>
<td>Hometown:</td>
<td>Twin Falls</td>
</tr>
<tr>
<td>Inspiration:</td>
<td>My grandmother - June Bilton</td>
</tr>
<tr>
<td>Pet Peeve:</td>
<td>People who cause contention! &quot;Pot Stirers&quot;</td>
</tr>
<tr>
<td>You Have a 10 Minute Speech to give at a High School. What is the Title?</td>
<td>There is life beyond High School</td>
</tr>
<tr>
<td>What Word Describes you Best?</td>
<td>Loyal</td>
</tr>
<tr>
<td>One Thing People Don't Know About You:</td>
<td>I am a grandma of 3 almost 41 beautiful grandchildren</td>
</tr>
<tr>
<td>If you Could be any Character in Fiction, Who Would you be?</td>
<td>Wonderwoman</td>
</tr>
<tr>
<td>Favorite Movie or Book:</td>
<td>I have many favorite movies. I love movies! But I'd have to say my most recent favorite is &quot;The Greatest Showman&quot;</td>
</tr>
<tr>
<td>Which Sitcom, Past or Present, is most Reflective of your Life?</td>
<td>The Cosby Show</td>
</tr>
<tr>
<td>How do you want to be Remembered?</td>
<td>I want to be remembered as a person who was very family oriented. Someone who loved her husband &amp; family more than anything. Someone who was fun to be around.</td>
</tr>
<tr>
<td>The Favorite Part of My Day Is:</td>
<td>In the evening when I get to spend some quality time with my husband, when we relax and watch our favorite t.v. show or movie together.</td>
</tr>
</tbody>
</table>

Principal Note:

"Marcy" is one of our most experienced and effective paras. Her students learn so much with her. We wish we could clone her!
## Employee of the Month Questions

<table>
<thead>
<tr>
<th>Name:</th>
<th>Dee Winn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position:</td>
<td>Special Education Para</td>
</tr>
<tr>
<td>Hometown:</td>
<td>Northglenn Colorado</td>
</tr>
<tr>
<td>Inspiration:</td>
<td>My Mom</td>
</tr>
<tr>
<td>Pet Peeve:</td>
<td>Dishonesty</td>
</tr>
<tr>
<td>Speech Title</td>
<td>The Best is Yet to Come!</td>
</tr>
<tr>
<td>Word Describes</td>
<td>Disciplined</td>
</tr>
<tr>
<td>One Thing People Don't Know About You:</td>
<td>I love babies!!</td>
</tr>
<tr>
<td>Character in Fiction</td>
<td>Lucy Ricardo</td>
</tr>
<tr>
<td>Favorite Movie or Book:</td>
<td>Sleepless in Seattle</td>
</tr>
<tr>
<td>Sitcom Reflective of Life:</td>
<td>Happy Days</td>
</tr>
<tr>
<td>How do you want to be Remembered?:</td>
<td>Honest, hardworking and fun to be around</td>
</tr>
<tr>
<td>Favorite Part of My Day Is:</td>
<td>Going to the gym</td>
</tr>
</tbody>
</table>

### Principal Note:

Dee Dee is one of the best paras I have ever worked with! She is dependable, patient and kind! She works well with everyone and is willing to help whenever needed. We are so lucky to have her with us at Pillar Falls!
See separate file in online board packet for this agenda item:

*Bond Refinance Resolution*
TWIN FALLS SCHOOL DISTRICT NO. 411

REQUEST FOR PROPOSAL

FOR PUPIL TRANSPORTATION SERVICES

SELECTION SCHEDULE

Advertisement of Bid Proposal -------------------------- January 29, 2018 & February 5, 2018

Pre-Bid Conference at 10am-------------------------------------------------------February 15, 2018

Submission Deadline (9am) & Bid Opening Date (11am) ------------------February 26, 2018

Transportation Selection Committee-----------------------------------------------March 5-8, 2018

Recommendation to Board of Trustees----------------------------------------------March 9, 2018

Tentative Bid Award Date--------------------------------------------------------------March 12, 2018

Vendor to Begin Service---------------------------------------------------------------------July 1, 2018
MEMORANDUM

To: Board of Trustees
   Twin Falls School District 411

From: Eva Craner, Director of Public Relations

Re: Policy Updates

Date: Feb. 12, 2018

First Reading:

Administration recommended changes:

2700 High School Graduation Requirements
2700P High School Graduation Requirements
2701 High School Graduation Requirement – Alternate Measures
5413 Witness for Court Appearance Leave

ISBA Updates:

5340 Evaluation and Probation of Certified Employees
6400 Principals
All students graduating from this school district will meet this state’s and this district’s graduation requirements.

STATE STANDARDS FOR GRADUATION

The State Board of Education has established that all students graduating from an Idaho public high school must meet the following requirements:

1. Local Achievement Standards. A student must successfully meet locally established subject area achievement standards, demonstrated through various measures of accountability, including, but not limited to, examinations. The local standards must meet or exceed the standard set by the state.

2. Course Credits and Core of Instruction. A student must successfully complete a minimum of forty-six (46) credits, one semester equaling one-half (1/2) year, and successfully complete the following specified twenty-nine (29) credits core of instruction:

   a. Secondary Language Arts and Communications—nine (9) credits required.

      (1) Eight (8) years of Language Arts are required, consisting of language study, composition and literature, aligned to the Idaho Content Standards for the appropriate grade level;

      (2) One (1) credit of instruction in communications, consisting of oral communication and technological applications, that includes a course in speech, or a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirement.

   b. Mathematics and Science—twelve (12) credits required.

      (1) A minimum of six (6) credits in math are required. Instruction in secondary mathematics will include applied mathematics, business mathematics, algebra, geometry, trigonometry, fundamentals of calculus, probability and statistics, discrete mathematics and courses in mathematical problem solving and reasoning.

      (2) A minimum of six (6) credits in science, with four (4) credits in laboratory sciences are required. Instruction in secondary science will include applied sciences, earth and space sciences, physical sciences, and life sciences.

   c. Social Studies—five (5) credits required in the following subject areas:
(1) Two (2) credits in government;

(2) Two (2) credits in U.S. history;

(3) One (1) credit in economics.

Courses such as geography, sociology, psychology, and world history may be offered as electives, but will not be counted as a social studies requirement.

d. Humanities—two (2) credits required, to include instruction in visual arts, music theatre, dance, or world language aligned to the Idaho Content Standards for those subjects. Courses such as literature, history, philosophy, architecture, or comparative world religions, if the course is aligned to the Idaho Interdisciplinary Humanities Content Standards.

e. Health/Wellness—one (1) credit required, and will be aligned to the Idaho Health Content Standards.

3. **Course Credit and CORE Instruction**, effective for all students that enter 9th grade in the fall of 2009 or later.

a. Credit Hours—one (1) credit equals 60 hours of instruction, unless the district has been granted a waiver by the state department of education.

b. Secondary Language Arts and Communications—nine (9) credits required.

(1) Instruction in communications, including oral communication and technological applications;

(2) Eight (8) credits of Language Arts are required, consisting of language study, composition, and literature, aligned to the Idaho Content Standards for the appropriate grade level;

(3) One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements.

c. Mathematics—six (6) credits required.

(1) Two (2) credits of Algebra I or courses that meet the Idaho Algebra I Content Standards.

(2) Two (2) credits of Geometry or courses that meet the Idaho Geometry Content Standards.
(3) Two (2) credits of mathematics of the student’s choice.

(4) Two (2) credits of the required six (6) credits of mathematics must be earned in the last year of high school.

d. Science—six (6) credits.

(1) Instruction in biology, physical science or chemistry, and earth, space, environment or approved applied science.

(2) Four (4) credits must be laboratory based courses.

e. Social Studies—five (5) credits required in the following subject areas:

(1) Two (2) credits in government;

(2) Two (2) credits in U.S. history;

(3) One (1) credit in economics.

Courses such as geography, sociology, psychology, and world history may be offered as electives, but will not be counted as a social studies requirement.

f. Humanities—two (2) credits required, including instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho Content Standards for those subjects. Courses such as literature, history, philosophy, architecture, or comparative world religions, if the course is approved by the Idaho Interdisciplinary Humanities Content Standards.

g. Health/Wellness—one (1) credit required, aligned to the Idaho Health Content Standards.

4. **Mastery.** Students may achieve credits by demonstrating mastery of a subject’s content standards as defined and approved by the district.

The board will appoint a committee to develop a process whereby students may be awarded credit upon having demonstrating mastery of a subject’s content standards.

**Proficiency Assessment.** Starting with the class of 2021, Students must take the Idaho Standards Achievement Test (ISAT) during a student’s 10th grade year and receive a proficient score as defined by Idaho Standards Achievement Tests Achievement Level Descriptors.

If the student does not attain the required score during their 10th grade year they will take the Idaho Standards Achievement Test (ISAT) in their 11th grade year and must receive the proficient score, as defined above. A student must take the Idaho Standards Achievement Test (ISAT) unless the student is exempt under the following conditions:
a. The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test;

b. The student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less;

c. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. Such state exit exams must be approved by the state board of education, measure skills at the tenth grade level or above, and be in comparable subject areas to the ISAT; or

d. Upon appeal to the board of trustees for an alternate measure(s) to demonstrate proficiency, the student successfully met the criteria established by the board of trustees.

(1) Before appealing to the district for an alternate measure, the student must be: enrolled in a special education program and have an IEP, or enrolled in an LEP program for three (3) academic years or less, or currently enrolled in the fall semester of the senior year or later.

(2) The alternative must contain multiple measures of student achievement.

(3) The alternative must be aligned, at a minimum, to tenth grade state content standards for the subject matter in question.

(4) The alternative must be valid and reliable.

(5) At least ninety percent (90%) of the criteria of the alternative, or combination of measures, must be based on academic proficiency and performance.

5. College Entrance Examination. (Effective for all students that enter the 9th grade in the fall of 2009 or later.) A student must take one (1) of the following college entrance examinations before the end of the student’s 11th grade year: COMPASS, ACT or SAT. Scores must be included in the Learning Plan.

6. Senior Project. (Effective for all students that enter the 9th grade in the fall of 2009 or later.) A student must complete a senior project that shall include a written report and oral presentation by the end of the student’s 12th grade year.

7. If a student completed any required high school courses with a grade of C or higher before entering 9th grade, and if that course is taught by a highly qualified teacher and meets the same standards that are required in high school, then the student has met the high school content area requirement for such course. However, the student must complete the required number credits of high school core subjects in addition to the courses completed in middle school, except those exempted by IDAPA 08.02.03.105.01.d.iii. This restriction shall not apply to participants in the 8 in 6 program.

2700-4
ADDITIONAL GRADUATION REQUIREMENTS

As a further condition of graduation, and as a condition of issuance of a diploma or certificate, or as a condition for issuance of a transcript, all indebtedness incurred by a person when he or she was a student must be paid. Furthermore, all books or other instructional material, uniforms, athletic equipment, advances on loans, or other personal property of the school district borrowed by the person when he or she was a student of the district must be returned. The payment of fees may be excused upon an adequate showing of financial need or other exigency.

CREDIT CALCULATION

Credits toward graduation requirements cannot be counted more than once for meeting the minimum requirements.

Legal Reference:  
I. C. § 33-119  
I. C. § 33-603  
I. C. § 33-1601, et seq.  
I. C. § 18-4511  
IDAPA 08.02.03.105

Policy History: 
Adopted on: 12/08/08  
Revised on: 07/13/09  
11/09/09  
01/10/11  
08/11/14  
08/10/15  
09/12/16
PROCEDURE TITLE: High School Graduation Requirements

Twin Falls H.S./Canyon Ridge H.S.

CORE REQUIREMENTS

English – (4 years) 9th, 10th, 11th, and 12th grades
   English 9/Honors English 9                    2 credits
   English 10/Honors English 10                 2 credits
   English 11/Advanced Placement English 11     2 credits
   English 12/Advanced Placement English 12     2 credits

Speech (9th)                                      1 credit

Mathematics
   Algebra I (or meets Algebra I standards)      2 credits
   Geometry (or meets Geometry standards)        2 credits
   Secondary Mathematics of the student’s choice 2 credits

*(Two credits must be taken in the last year of high school in which the student intends to graduate. For the purposes of this procedure, the last year of high school shall include the summer preceding the fall start of classes. Students who have completed six (6) credits of math prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking math during their last year of high school. High school math credits completed in middle school shall count for the purposes of this section.

Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned six credits of high school level mathematics.)

Science                                            *6 credits
   *(4 credits shall be laboratory sciences)

Physical Education (one credit must be in 10th, 11th, or 12th) 2 credits
   *(For students who enter 9th grade in Fall 2015 or later, each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course.
   Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or 18 weeks
of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education.)

Social Sciences – *(must include: US History 10 – 2 credits, US History 11 – 2 credits, Govt. – 2 credits)*

Students must pass the U.S. Citizenship test beginning with the class of 2017. (See further explanation on page 6.)

History (9th), U.S. History (10th)

U.S. History/Advanced Placement U.S. History (11th)


Psychology, and Culture Class

Marketing Economics/Macro Economics (12th) 1 credit

Health (9th, 10th, 11th or 12th) 1 credit

*Humanities* 2 credits

(Two consecutive years of world language are encouraged)

*Electives* –

Must include Business Computers – 2 credits and

Touchstones 21** – 2 credits 18 credits

** Total Credits Required for Graduation:** 52 Credits

*Humanities Credits*

The following courses will satisfy the two (2) humanities credits:


*Senior Project Required*

** Students transferring after the 9th grade may be exempt from Touchstones 21.

**ALL REQUIREMENTS MUST BE MET BEFORE GRADUATION.**

Website: [www.tfsd.org](http://www.tfsd.org)
1. Senior students who will complete all required credits and elective requirements have the option to request to graduate mid-term of their senior year. The student must complete an “Early Graduation Application Form” no later than September of his/her senior year and must be approved by the board.

2. Students who complete graduation requirements and desire to graduate one year early must have board approval.

3. Students who choose the mid-term graduation option may participate in all graduation activities and will receive their diploma at the same time as regularly enrolled students.

4. If a student fails a class required by the Board of Trustees of School District No. 411 and/or the State Board of Education, the student must repeat the class successfully before credit will be granted.

5. At the beginning of a senior class student’s second semester, if he/she lacks sufficient credits to graduate with his/her class, the student and/or parent should be informed in writing. The administration should attempt to supply this notification within 30 days following the end of the first semester of the student’s senior year.

6. Students who do not meet the necessary requirements for graduation may return to their respective high school and enroll only in the classes which they need to graduate.

7. All students will be required to register for at least seven (7) credits per semester to be eligible for a diploma.

8. In hardship cases, a parent/guardian may petition the Board, through the high school principal, to allow his/her son/daughter to take less than the required number of classes during any given semester.

9. Credits received from an accredited secondary school, an accredited correspondence course institution, or accredited post-secondary institution will be accepted towards fulfillment of TFSD graduation requirements. A maximum of six (6) credits from an accredited correspondence course used to meet elective credit requirements and/or for credit retrieval may be applied towards fulfillment of the Twin Falls School District graduation requirements.
## Magic Valley H.S.
### Graduation Requirements

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Core of Instruction</th>
<th>Electives</th>
<th>Total Credits</th>
<th>Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29 credits (minimum)</td>
<td>17 credits (minimum)</td>
<td></td>
<td>9 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Speech credit can be obtained through other courses that meet the state speech requirement as approved by the local district.)</td>
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<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td>6 credits</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>Including courses that meet Algebra I and Geometry standards; 2 credits must be taken in last year of high school.</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td>6 credits</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(4 laboratory sciences)</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
<td>5 credits</td>
</tr>
<tr>
<td>(US History, Economics and American Government)</td>
<td></td>
<td></td>
<td></td>
<td>Students must pass the U.S. citizenship test beginning with the class of 2017.</td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td></td>
<td></td>
<td>2 credits</td>
</tr>
<tr>
<td>(Interdisciplinary Humanities, Fine Arts or Foreign Language)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and PE</td>
<td></td>
<td></td>
<td></td>
<td>1 credit of Health</td>
</tr>
<tr>
<td>Postsecondary Readiness Plan</td>
<td></td>
<td></td>
<td></td>
<td>4-Year Learning Plan at the end of 8th grade</td>
</tr>
<tr>
<td>Advanced Opportunities</td>
<td>Districts must offer at least one Advanced Opportunity such as:</td>
<td></td>
<td></td>
<td>Dual Enrollment</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Advanced Placement</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Tech Prep</td>
</tr>
<tr>
<td>Senior Project</td>
<td>Required to include an oral presentation and written report by the end of grade 12.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>College Entrance Exam</td>
<td>Take either the ACT, SAT or Compass exam by the end of grade 11.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ISAT</td>
<td>Pass the ISAT with a score of Proficient or Advanced in Reading, Math, Language Usage and Science.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Middle School</td>
<td>Must take pre-algebra before entering 9th grade.</td>
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<td></td>
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</tr>
</tbody>
</table>

2700P-4
Middle School Credit

If a middle school student completes any required high school course with a grade of C or higher before entering the ninth grade, and if that course meets the same standards that are required in high school and the course is taught by a teacher certified to teach high school content who meets the federal definition of highly qualified for that course, then the student has met the high school content area requirement for such course. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript and the student's parent or guardian shall be notified in advance when credits are going to be transcribed. However, the student’s parent or guardian may elect to not have the credits and grade transferred to the student's high school transcript. The student still must complete the required number of credits in all high school core subjects identified above in addition to the courses completed in middle school, unless the student is a participant in the 8 in 6 Program.

College Entrance Examination

A student must take one of the following college entrance or placement examinations before the end of the student’s eleventh grade year: COMPASS, ACT, or SAT.

A student may elect an exemption in their eleventh (11th) grade year from the college entrance exam requirement if the student is:

1. Enrolled in a special education program and has an Individual Education Plan that specifies accommodations not allowed for a reportable score on the approved tests;
2. Enrolled in a Limited English Proficient program for three (3) academic years or less;
3. Enrolled for the first time in grade twelve (12) at an Idaho high school after the spring statewide administration of the college entrance exam; or
4. Eligible to take an alternative assessment. In this case the student may instead take the ACCUPLACER placement exam during their senior year.

A student who misses the statewide administration of the college exam during the student’s eleventh (11th) grade year may instead take the examination during his or her twelfth (12th) grade year if the student:

1. Transferred to an Idaho school district during his or her eleventh (11th) grade year;
2. Was homeschooled during his or her eleventh (11th) grade year; or
3. Missed the spring statewide administration of the college entrance exam for a documented medical reason.

Senior Project

A student shall complete a senior project that includes a research paper and oral presentation by the end of grade twelve (12).
Idaho Standards Achievement Tests (ISAT)

In addition to obtaining the necessary credits as outlined above, a student will take the Idaho Student Achievement Test (ISAT) as defined by State Board of Education rules and, starting with the class of 2021, Students must take the Idaho Standards Achievement Test (ISAT) during a student’s 10th grade year and receive a proficient score as defined by Idaho Standards Achievement Tests Achievement Level Descriptors.

If the student does not attain the required score during their 10th grade year they will take the Idaho Standards Achievement Test (ISAT) in their 11th grade year and must receive the proficient score, as defined above, unless the student is exempt under the following conditions:

a. The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test;

b. The student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less;

c. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. Such state exit exams must be approved by the state board of education, measure skills at the tenth grade level or above, and be in comparable subject areas to the ISAT; or

d. Upon appeal to the board of trustees for an alternate measure(s) to demonstrate proficiency, the student successfully met the criteria established by the board of trustees.

(1) Before appealing to the district for an alternate measure, the student must be: enrolled in a special education program and have an IEP, or enrolled in an LEP program for three (3) academic years or less, or enrolled in the fall semester of the senior year or later.

(2) The alternative must contain multiple measures of student achievement.

(3) The alternative must be aligned, at a minimum, to tenth grade state content standards for the subject matter in question.

(4) The alternative must be valid and reliable.

(5) At least ninety percent (90%) of the criteria of the alternative, or combination of measures, must be based on academic proficiency and performance.
**Civics Test**

Beginning with the class of 2017, all secondary students must successfully pass the civics test or alternate path. "Civics test" as used herein means the 100 questions used by officers of the United States citizenship and immigration services as a basis for selecting the questions posed to applicants for naturalization.

The District will determine the method and manner in which to administer the civics test. A student may take the civics test, in whole or in part, at any time after enrolling in grade 7 and may repeat the test as often as necessary to pass the test. The District will document on the student's transcript that the student has passed the civics test.

The applicability of this requirement for students who receive special education services will be governed by the student’s Individualized Education Plan.

**Waiver of Requirement**

Graduation requirements generally will not be waived under any circumstances. However, in rare and unique hardship circumstances, the Principal may recommend and the Superintendent may approve minor deviation from the graduation requirements.

**Alternative Programs**

Credit toward graduation requirements may be granted for planned learning experiences from accredited programs, such as summer school, university courses, correspondence courses, and online/virtual courses.

Credit for work experience may be offered when the work program is a part of and supervised by the school.

All classes attempted at District high schools and all acceptable transfer credits shall be recorded on the transcript. All grades earned, including failures and retakes, shall be recorded as such and utilized in the calculation of Grade Point Average and class rank. Credit shall be awarded only once regardless of repetition of the course.

**Class Rank (Grade Point Average)**

Class Rank is compiled from semester grades. Courses not eligible for GPA are designated with an asterisk on the report card.

**Early Graduation**

A student who completes all of the graduation requirements set forth by the District and the State Department of Education prior to the completion of eight semesters of school attendance in
grades 9-12 may petition the Superintendent and Board for early graduation by submitting such a petition to the Superintendent through the building principal. The Superintendent shall submit the petition to the Board for endorsement and approval at the end of the quarter preceding the requested graduation date.

The Superintendent is authorized to create any procedures necessary to assist students to achieve early graduation as well create incentives for participation in any early graduation program. Existing programs providing incentives to complete coursework early are described in Policy 2435 Advanced Opportunities.

The District has agreed to participate in the MAPP program, and the Superintendent is authorized to create any procedures necessary to comply with the MAPP Program.

Cross Reference: 2435 Advanced Opportunities
2710 High School Graduation Requirement - Alternative

Legal Reference: I.C. § 33 4601, et seq. Advanced Opportunities
IDAPA 08.02.01.350 Early Graduation
IDAPA 08.02.03.105 High School Graduation Requirements
IDAPA 08.02.03.107 Middle Level Credit System

Procedure History:
Adopted on: 8/11/14
TFSD & ISBA
Revised on: 3/14/16
9/12/16
Starting with the class of 2021, Students must take the Idaho Standards Achievement Test (ISAT) during a student’s 10th grade year and receive a proficient score as defined by Idaho Standards Achievement Tests Achievement Level Descriptors.

If the student does not attain the required score during their 10th grade year they will take the Idaho Standards Achievement Test (ISAT) in their 11th grade year and must receive the benchmark score for their cohort, as defined above, or demonstrate growth on the test.

Students who do not attain the benchmarks listed above at least a proficient score on the ISAT prior to graduation may appeal to the board of trustees. At the board’s discretion, the student may be given an opportunity to demonstrate proficiency of the achievement standards through a locally established measure(s).

QUALIFICATIONS

Before entering an alternate measure, students filing an appeal to use the locally established measure(s) to demonstrate proficiency, must be enrolled in:

1. Special education and have an IEP;
2. Limited English Proficient (LEP) program for three (3) academic years or less; or
3. The fall semester of the student’s senior year or later.

CRITERIA FOR ALTERNATE MEASURES

The district’s alternate measures must comply with the following criteria:

1. Must contain multiple measures of student achievement;
2. Must be aligned to the tenth grade state content standards;
3. Must be aligned to the state content standards for the subject matter in question;
4. Must be valid and reliable; and
5. At least ninety percent (90%) of the criteria of the measures must be based on academic proficiency and performance.

FILING WITH THE STATE BOARD OF EDUCATION

Upon adoption by the board of trustees, the locally established alternate measures to demonstrate proficiency, and any subsequent modifications, shall be forwarded to the State Board of Education for its review. Alternate measures must be resubmitted to the Board when changes are made in the district’s plan.
LEGAL REFERENCE:
IDAPA 08.02.03.105

Policy History:
ADOPTED: 12/08/08
EMT 2008
REVISED: 8/11/14
8/10/15

See Also: 2701P
Twin Falls School District employees who are subpoenaed into court as a witness will be allowed leave for required court appearances. Employees are expected to use only the portion of the work day of days required for their appearance as a witness. Employees are required to receive prior approval of the superintendent and their immediate supervisor (maintenance, school lunch, bus supervisor and principals). The employee will be granted leave to be a witness for court appearance with pay providing the person submits a copy of the subpoena to the district office as soon as possible.

Policy History:
Adopted on: 8/11/14
ISBA 2004
Revised on:
The District has a firm commitment to performance evaluation of District personnel, whatever their category and level, through the medium of a formalized system. The primary purpose of such evaluation is to assist personnel in professional development, in achieving District goals, and to assist with decisions regarding personnel actions. This policy applies to certificated personnel, but the District shall differentiate between non-instructional and pupil instructional personnel. The Superintendent is hereby directed to create procedures that differentiate between certificated non-instructional and certificated pupil instructional personnel in a way that aligns with the Charlotte Danielson Framework for Teaching Second Edition to the extent possible and aligns to the pupil staff's applicable national standards.

Each certificated staff member shall receive at least one (1) written evaluation to be completed no later than June 1st for each annual contract year of employment and shall use multiple measures that are research based and aligned to the Charlotte Danielson Framework for Teaching Second Edition domains and components. The evaluation of certificated personnel shall annually include a minimum of two (2) documented observations, one (1) of which shall be completed prior to January 1st. At least one of the documented observations will be a minimum of 30 continuous minutes. A residency teacher will have two (2) observations and both will be at least 30 continuous minutes. The formal written evaluation will be reviewed during a post evaluation conference to communicate results, discuss any concerns, commend the employee for a job well done, and to obtain signatures. In situations where certificated personnel are unavailable for two (2) documented classroom observations, due to situations such as long-term illness, late year hire, etc., one (1) documented classroom observation is acceptable.

Objectives

The formal performance evaluation system is designed to:

1. Maintain or improve each employee's job satisfaction and morale by letting him or her know that the supervisor is interested in his or her job progress and personal development;
2. Serve as a systematic guide for supervisors in planning each employee's further training;
3. Assure considered opinion of an employee's performance and focus maximum attention on achievement of assigned duties;
4. Assist in determining and recording special talents, skills, and capabilities that might otherwise not be noticed or recognized;
5. Assist in planning personnel moves and placements that will best utilize each employee's capabilities;
6. Provide an opportunity for each employee to discuss job problems and interests with his or her supervisor; and
7. Assemble substantiating data for use as a guide, although not necessarily the sole governing factor, for such purposes as wage adjustments, promotions, disciplinary action,
Responsibility

The Superintendent or his or her designee shall have the overall responsibility for the administration and monitoring of the Performance Evaluation Program and will ensure the fairness and efficiency of its execution, including:

1. Distributing proper evaluation forms in a timely manner;
2. Ensuring completed evaluations are returned for filing by a specified date;
3. Reviewing evaluations for completeness;
4. Identifying discrepancies;
5. Ensuring proper safeguards and filing of completed evaluations;
6. Creating and implementing a plan for ongoing training for evaluators and certificated personnel on the District’s evaluation standards, forms, and processes and a plan for collecting and using data gathered from evaluations;
7. Creating a plan for ongoing review of the District’s Performance Evaluation Program that includes stakeholder input from teachers, Board Members, administrators, parents/guardians, and other interested parties;
8. Creating a procedure for remediation for employees that receive evaluations indicating that remediation would be an appropriate course of action; and
9. Creating an individualized evaluation rating system for how evaluations will be used to identify proficiency and record growth over time with a minimum of three rankings used to differentiate performance of certificate holders including: unsatisfactory being equal to a rating of 1; basic being equal to a rating of 2; and proficient being equal to a rating of 3. A fourth rating of distinguished being equal to 3 may also be used.

The Immediate Supervisor is the employee's evaluator and is responsible for:

1. Continuously observing and evaluating an employee's job performance including a minimum of two documented observations annually for certificated personnel, one of which shall be completed prior to January 1st of each year;
2. Holding periodic counseling sessions with each employee to discuss job performance;
3. Completing Performance Evaluations as required; and
The individuals assigned this responsibility shall have received training in conducting evaluations based on the statewide framework for evaluations within the immediate previous five years of conducting any evaluations.

Written Evaluation

A written summative evaluation will be completed for each certificated employee by June 1st. A copy will be given to the employee. The original will be retained by employee’s personnel file. The evaluation should be reviewed annually and revised as necessary to indicate any significant changes in duties or responsibilities. The evaluation is designed to increase planning and relate performance to assigned responsibilities through joint understanding between the evaluator and the employee as to the job description and major performance objectives.

The written evaluation will identify the sources of data used in conducting the evaluation. Aggregate data shall be considered as part of the District and individual school needs assessment in determining professional development offerings.

Evaluation Measures

Observations: Periodic classroom observations will be included in the evaluation process with a minimum of two documented observations annually for certificated personnel, one of which shall be completed prior to January 1st. In situations where certificated personnel are unavailable for two documented classroom observations, due to situations such as long-term illness, late year hire, etc., one documented classroom observation is acceptable.

Professional Practice: A majority of the evaluation of certificated personnel will be comprised of Professional Practice based on the Charlotte Danielson Framework for Teaching Second Edition. The evaluation will include at least one of the following as a measure to inform the Professional Practice portion: input received from parents/guardians, input received from students, and/or portfolios. The District has chosen parent or guardian input forms as its measure to inform the Professional Practice portion. Parent or guardian input forms will be made available.

Student Achievement:
Instructional staff evaluations must include, in part, measurable student achievement as defined in Section 33-1001, Idaho Code, applicable to the subjects and grade ranges taught by the instructional staff. All other certificated staff evaluations must include measurable student achievement or student success indicators as defined in Section 33-1001, as applicable to the position. This portion of the evaluation may be calculated using current and/or the immediate past year’s data and may use one or both years’ of data. Growth in student achievement may be considered as an optional measure for all other school-based and District-based staff, as determined by the Board.
Charlotte Danielson Framework: The evaluation will be aligned with minimum State standards and based upon the Charlotte Danielson Framework for Teaching Second Edition and will include, at a minimum, the following general criteria upon which the Professional Practice portion will be based. Individual domain and component ratings must be determined based on a combination of professional practice and student achievement as specified above.

1. Planning and Preparation
   A. Demonstrating Knowledge of Content and Pedagogy;
   B. Demonstrating Knowledge of Students;
   C. Setting Instructional Outcomes;
   D. Demonstrating Knowledge of Resources;
   E. Designing Coherent Instruction; and
   F. Designing Student Assessments.

2. Classroom Learning Environment
   A. Creating an Environment of Respect and Rapport;
   B. Establishing a Culture for Learning;
   C. Managing Classroom Procedures;
   D. Managing Student Behavior; and
   E. Organizing Physical Space.

3. Instruction and Use of Assessment
   A. Communicating with Students;
   B. Using Questioning and Discussion Techniques;
   C. Engaging Students in Learning;
   D. Using Assessment in Instruction; and
   E. Demonstrating Flexibility and Responsiveness.

4. Professional Responsibilities
   A. Reflecting on Teaching;
   B. Maintaining Accurate Records;
   C. Communicating with Families;
   D. Participating in a Professional Community;
   E. Growing and Developing Professionally; and
   F. Showing Professionalism.

Meeting with the Employee

Counseling Sessions: Counseling sessions between supervisors and employees may be scheduled periodically. During these sessions, an open dialogue should occur which allows the exchange of performance oriented information. The employee should be informed of how he or she has performed to date. If the employee is not meeting performance expectations, the
employee should be informed of the steps necessary to improve performance to the desired level. Counseling sessions should include, but not be limited to, the following: job responsibilities, performance of duties, and attendance. A memorandum for record will be prepared following each counseling session and maintained by the supervisor.

**Communication of Results:** Each evaluation shall include a meeting with the affected employee to communicate evaluation results. At the scheduled meeting with the employee, the supervisor will:

1. Discuss the evaluation with the employee, emphasizing strong and weak points in job performance. Commend the employee for a job well done if applicable and discuss specific corrective action if warranted. Set mutual goals for the employee to reach before the next performance evaluation. Recommendations should specifically state methods to correct weaknesses and/or prepare the employee for future promotions.

2. Allow the employee to make any written comments he or she desires. Inform the employee that he or she may turn in a written rebuttal/appeal of any portion of the evaluation within seven days and outline the process for rebuttal/appeal. Have the employee sign the evaluation indicating that he or she has been given a copy and initial after supervisor’s comments.

No earlier than seven days following the meeting, if the supervisor has not received any written rebuttal/appeal, the supervisor will forward the original evaluation in a sealed envelope, marked “Personnel-Evaluation” to the Superintendent, or the designee, for review. The supervisor will also retain a copy of the completed form.

**Rebuttals/Appeal**

Within seven days from the date of the evaluation meeting with their supervisor, the employee may file a written rebuttal/appeal of any portion of the evaluation. The written rebuttal/appeal shall state the specific content of the evaluation with which the employee disagrees, a statement of the reason(s) for disagreement, and the amendment to the evaluation requested.

If a written rebuttal/appeal is received by the supervisor within seven days, the supervisor may conduct additional meetings or investigative activities necessary to address the rebuttal/appeal. Subsequent to these activities, and within a period of ten working days, the supervisor may provide the employee with a written response either amending the evaluation as requested by the employee or stating the reason(s) why the supervisor will not be amending the evaluation as requested.

If the supervisor chooses to amend the evaluation as requested by the employee then the amended copy of the evaluation will be provided to, and signed by, the employee. The original amended evaluation will then be forwarded to the Superintendent, or the designee, for review in a sealed envelope, marked Personnel-Evaluation. The supervisor will also retain a copy of the completed form.
If the supervisor chooses not to amend the evaluation as requested by the employee then the evaluation along with the written rebuttal/appeal, and the supervisor’s response, if any, will be forwarded to the Superintendent, or the designee, for review in a sealed envelope, marked Personnel-Evaluation. The supervisor will also retain a copy of the completed evaluation including any rebuttal/appeal and responses.

**Action**

Each evaluation will include identification of the actions, if any, available to the District as a result of the evaluation as well as the procedure(s) for implementing each action. Available actions include, but are not limited to, recommendations for renewal of employment, non-renewal of employment, probation, and others as determined. Should any action be taken as a result of an evaluation to not renew an individual’s contract the District will comply with the requirements and procedures established by State law.

**Records**

Permanent records of each certificated personnel’s evaluation and any properly submitted rebuttal/appeal documentation will be maintained in the employee’s personnel file. All evaluation records, including rebuttal/appeal documentation, will be kept confidential within the parameters identified in State and federal law regarding the right to privacy.

**Reporting**

Any subsequent changes to the District’s evaluation plan shall be resubmitted to the State Department of Education for approval. The District shall report the summative rankings, the number of components rated as unsatisfactory, whether a majority of the certificated personnel’s students met their measurable student achievement or growth targets or student success indicators as well as what measures were used, and whether an individualized professional learning plan is in place for all certificated personnel evaluations, annually to the State Department of Education.

**Legal Reference:**
- I.C. § 33-515 Issuance of Renewable Contracts
- I.C. § 33-518 Employee Personnel Files
- I.C. § 33-1001 Definitions
- IDAPA 08.02.02.120 Local District Evaluation Policy

**Policy History:**
- Adopted on: 12/09/13
- ISBA 10/13; 12/14
- Revised on: 8/11/14
- 7/13/15
- 6/13/16
Principals

School administrators are the chief administrators of their assigned schools. The primary responsibility of school administrators is to supervise the operation and management of their assigned schools. They shall be under the direct supervision of the Superintendent or designee. The majority of the school administrators’ time shall be spent on curriculum and staff development through formal and informal activities establishing clear lines of communication regarding the school rules, accomplishments, practices, and policies with parents, students, and teachers. School administrators are responsible for management of their staff, maintenance of the facility and equipment, administration of the educational program, control of the students attending the school, management of the school’s budget, and communication between the school and the community.

Evaluation of School Administrators

Each school administrator shall receive at least one written evaluation to be completed no later than June 1st for each annual contract year of employment. Each school administrator evaluation shall use multiple measures that are research based and aligned to the State minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) standards and include proof of proficiency in conducting teacher evaluations using the State’s adopted model, the Charlotte Danielson Framework for Teaching Second Edition.

The process of developing criteria and procedures for principal evaluations will allow opportunities for input from stakeholders, including the Board, administrators, teachers, and parents/guardians.

Evaluation Objectives

The District’s School Administrator Evaluation Program is designed to:

1. Maintain or improve each school administrator’s job satisfaction and morale by letting him or her know that the Superintendent is interested in his or her job progress and personal development;

2. Serve as a systematic guide for planning each school administrator’s further training and professional development;

3. Assure considered opinion of a school administrator’s performance and focus maximum attention on achievement of assigned duties;

4. Assist in determining and recording special talents, skills, and capabilities that might otherwise not be noticed or recognized;
5. Assist in planning personnel moves and placements that will best utilize each school administrator’s capabilities;

6. Provide an opportunity for each school administrator to discuss job problems and interests with the Superintendent/Director; and

7. Assemble substantiating data for use as a guide, although not necessarily the sole governing factor, for such purposes as wage adjustments, promotions, disciplinary action, and termination.

Responsibility

The Superintendent/Director shall have the responsibility for administering and monitoring the District’s School Administrator Evaluation Program and will ensure the fairness and efficiency of its execution, including:

1. Creating and implementing a plan for ongoing training and professional development and the funding thereof for school administrators in the District’s Performance Evaluation Program, including evaluation standards, forms, procedures, and processes and a plan for collecting and using data gathered from evaluations;

2. Creating a plan for ongoing review of the District’s School administrator Evaluation Program that includes stakeholder input from teachers, Board Members, administrators, parents/guardians, and other interested parties;

3. Creating a procedure for remediation for school administrators that receive evaluations indicating that remediation would be an appropriate course of action;

4. Creating an individualized evaluation rating system for how school administrator evaluations will be used to identify proficiency and record growth over time with a minimum of three rankings used to differentiate performance of school administrators including:

   A. Unsatisfactory being equal to a rating of 1;
   B. Basic being equal to a rating of 2; and
   C. Proficient being equal to a rating of 3.

A fourth evaluation rating of Distinguished, being equal to “4,” may be used in addition to the three (3) minimum rankings at the discretion of the Board; and

5. Completing school administrator evaluations annually, ensuring proper safeguards, and filing completed evaluations. and

The individuals assigned this responsibility shall have received training in administrator evaluations based on the statewide framework for evaluations.

Written Evaluation

A written summative evaluation will be completed for each school administrator by the Superintendent/the appropriate Director no later than June 1st for each annual contract year of employment. A copy will be given to the school administrator. The original will be retained in the official personnel file. The evaluation is designed to increase planning and relate performance to assigned responsibilities through joint understanding between the Superintendent/the Director, and the school administrator as to the job description and major performance objectives.

The evaluation will identify the sources of data used in conducting the evaluation. Proficiency in conducting observations and evaluating effective teacher performance shall be included as one source of data.

Evaluation Measures and Criteria

**Professional Practice:** School administrators must receive an evaluation in which a majority of the summative evaluation results are based on Professional Practice. All measures within the Professional Practice portion of the evaluation must be aligned at a minimum to the following Domains and Components based upon the Idaho Standards for Effective Principals.

**Domain 1: School Climate:** The school administrator promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development. The school administrator articulates and promotes high expectations for teaching and learning while responding to diverse community interests and needs.

1. **School Culture:** The school administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow’s careers and life endeavors;

2. **Communication:** The school administrator is proactive in communicating the vision and goals of the school or District, the plans for the future, and the successes and challenges to all stakeholders; and

3. **Advocacy:** The school administrator advocates for education, the District and school, teachers, parents, and students and engenders school support and involvement.

**Domain 2: Collaborative Leadership:** The school administrator promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. In collaboration with others, he or she uses
appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. The school administrator uses research and/or best practices in student achievement, instructional programs, and improving the education program.

1. **Shared Leadership:** The school administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth;

2. **Priority Management:** The school administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities;

3. **Transparency:** The school administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions;

4. **Leadership Renewal:** The school administrator strives to continuously improve leadership skills through professional development, self-reflection, and utilization of input from others; and

5. **Accountability:** The school administrator establishes high standards for professional, legal, ethical, and fiscal accountability for self and others.

**Domain 3: Instructional Leadership:** The school administrator promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The school administrator provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

1. **Innovation:** The school administrator seeks and implements innovative and effective solutions that comply with general and special education law;

2. **Instructional Vision:** The school administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn;

3. **High Expectations:** The school administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being;

4. **Continuous Improvement of Instruction:** The school administrator has proof of proficiency in assessing teacher performance based upon the Charlotte Danielson Framework for Teaching Second Edition and aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision;

5. **Evaluation:** The school administrator uses teacher/principal evaluation and other formative feedback mechanisms to continuously improve teacher/principal effectiveness; and
6. **Recruitment and Retention**: The school administrator recruits and maintains a high quality staff.

The evaluation will also include at least one of the following as a measure to inform the Professional Practice portion:

1. Input received from parents or guardians;
2. Input received from students;
3. Input received from teachers; and/or
4. Portfolios.

The District has chosen #3 above, “input received from teachers,” as one of its measures to inform the Professional Practice portion. The Board shall determine the manner and weight of parental input, student input, teacher input, and/or portfolios on the evaluation.

**Student Achievement**: Part of the evaluation must be based on multiple objective measures of growth in measurable student achievement as defined in Section 33-1001, Idaho Code. This portion of the evaluation may be calculated using current and/or the immediate past year’s data and may use one or both years of data. **Growth in student achievement may be considered as an optional measure for all other school-based and District-based administrators, as determined by the Board.**

**Proof of Proficiency in Teacher Evaluations**

Proof of proficiency in evaluating teacher performance shall be required of all individuals assigned the responsibility for appraising, observing, or evaluating certificated personnel performance. The individuals assigned the responsibility of evaluating school administrators shall have received training in administrator evaluations based on the statewide framework for evaluations. **Proof of proficiency in evaluating performance shall be demonstrated by passing a proficiency assessment approved by the State Department of Education as a one-time recertification requirement prior to September 1, 2018.**

**Communicating Evaluation Results**

Each evaluation shall include a meeting with the Superintendent, Director, and school administrator wherein the Superintendent/Director will:

1. Discuss the evaluation with the school administrator, emphasizing strong and weak points in job performance. Commend the school administrator for a job well done if applicable and discuss specific corrective action if warranted. Recommendations should specifically state methods to correct weaknesses. **Discuss possible Set mutual goals for the school administrator to reach before the next performance evaluation.**
2. Allow the school administrator to make any written comments he or she desires. Inform
the school administrator that he or she may turn in a written rebuttal/appeal of any portion
of the evaluation within seven days and outline the process for rebuttal/appeal. Have the
school administrator sign the evaluation indicating that he or she has been given a copy.

Rebuttal/Appeal

Within seven days from the date of the evaluation meeting with the Superintendent/Director, the
school administrator may file a written rebuttal/appeal of any portion of the evaluation. The
written rebuttal/appeal shall state the specific content of the evaluation with which the school
administrator disagrees, a statement of the reason(s) for disagreement, and the amendment to the
evaluation requested.

If a written rebuttal/appeal is received by the Superintendent/Director within seven days, the
Superintendent/Director shall provide the school administrator with a written response within ten
working days either amending the evaluation as requested by the school administrator or stating
the reason(s) why the Superintendent/Director will not be amending the evaluation as requested.
If the Superintendent/Director chooses to amend the evaluation as requested by the school
administrator then the amended copy of the evaluation will be provided to, and signed by, the
school administrator and retained in the school administrator’s official personnel file.

If the Superintendent/Director chooses not to amend the evaluation as requested by the school
administrator then the evaluation along with the written rebuttal/appeal, and the
Superintendent’s/Director’s response, if any, will be retained in the school administrator’s
personnel file.

Action

Each evaluation will include identification of the actions, if any, available to the District as a
result of the evaluation as well as the procedure(s) for implementing each action. Available
actions include, but are not limited to, recommendations for renewal of employment, non-
renewal of employment, probation, and others as determined. Should any action be taken as a
result of an evaluation to not renew a school administrator’s contract the District will comply
with the requirements and procedures established by State law.

Records

Permanent records of each school administrator evaluation will be maintained in the school
administrator’s official personnel file. All evaluation records, including rebuttal/appeal
documentation, will be kept confidential within the parameters identified in State and federal law
regarding the right to privacy.

Reporting
Any subsequent changes to the District’s evaluation plan shall be resubmitted to the State Department of Education for approval. The District shall report the rankings of individual principal evaluations annually to the State Department of Education.

Legal Reference:  I.C. § 33-513  Professional Personnel  
I.C. § 33-518  Employee Personnel Files  
I.C. § 33-1001  Definitions  
IDAPA 08.02.02.121  Local District Evaluation Policy – School Principal

Policy History:  
Adopted on: 2/10/14  
ISBA 12/13  
Revised on: 8/11/14  
6/13/16  
1/9/17  
1/8/18
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 discipline;
to consider student discipline
to discuss superintendent evaluation

Action:
1) personnel discipline action, if needed
2) student discipline action