I. Call to Order

II. Pledge of Allegiance

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

IV. Unscheduled Delegations (Audience to Address the Board)

V. Consent Calendar
   A. Approval of Minutes from the February 7, 12, 13, and 21, 2018 meetings
   B. Approval of Board Financial Report
   C. Approval of Building Financial Report
   D. Approval of Monthly Long Term Suspension Report
   E. Approval of Contracts for Private Service Providers (PSP)/Consultants/Other
   F. Approval of New Certified Employees
   G. Approval of Certified Retirements
   H. Approval of Certified Resignations
   I. Approval of Classified Retirements
   J. Approval of New Classified Employees
   K. Approval of Classified Resignations
   L. Approval of Extra Curricular Employees
   M. Approval of Extra-Curricular Resignations
   N. Approval of Early Graduation Request

VI. Superintendent’s Report
   A. Certified Employee of the Month – Robert Stuart/South Hills Middle Schools
   B. Classified Employee of the Month – Robert Stuart/South Hills Middle Schools
   C. CTE Presentation – Vice President Todd Schwarz

VII. Instruction
   A. Information Items:
      1. Twin Falls Economic Trust funds Distribution Discussion
   B. Action Items:
      1. Twin Falls Economic Trust funds Distribution Action

VIII. Budget and Finance
   A. Information Items:
      1. Janitorial/General Office/Paper Supply Bid Recommendations
      2. Student Transportation Bid Recommendation
   B. Action Items:
      1. Janitorial/General Office/Paper Supply Bids
      2. Student Transportation Bid Recommendation Approval

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

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

XI. Future Agenda Items
   A. March 21st Meeting at South Hills Middle School – Building Board Reports
      1. Melissa Ardito, Harrison Elementary School
      2. Roger Keller, Magic Valley High School
      3. Ace Marcellus, O’Leary Middle School

The School District Board Room is accessible to the physically disabled. Interpreters for persons with hearing impairments, and brailed or taped information for persons with visual impairments, can be provided upon 5 days’ notice. For arrangements, contact Sonia DeLeon at 733-6900.
4. Jim Brown, Bridge Academy
5. Ryan Ellsworth, South Hills Middle School
6. Justin White, Robert Stuart Middle School

XII. Executive Session as per ID Code 74-206(1) subsections (b) and (c):
(b) to consider student discipline; to consider personnel issues;
(c) to discuss labor negotiations

Action items after executive session:
1. Student discipline action.
2. Personnel administrative leave action.
3. Labor negotiations action, if needed.

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 chair 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
Call to Order - The Board of Trustees of School District No. 411, Twin Falls County, State of Idaho, met in a special board meeting at the District Office Boardroom located at 201 Main Ave. West, Twin Falls, Idaho, at the hour of 5:00 p.m., on Wednesday, February 7, 2018. The following trustees were present: Chairman Bernie Jansen, Trustees Mary Barron, Todd Hubbard (via telephone) and Bryan Matsuoka (via telephone). There were also present Superintendent Brady Dickinson (via telephone), Clerk of the Board, Michelle Lucas; Associate Superintendent, Bill Brulotte and Director of Human Resources, Shannon Swafford as well as interested employees. Trustee Paul McClintock was unable to attend.

Procedural Matters Action Items

1. Approval of Agenda: Trustee Barron moved to approve the agenda as submitted. Vice Chairman Matsuoka seconded the motion. The motion passed unanimously.

III. Trustee Barron moved that the Board re-schedule its previously scheduled Hearing on the Administration’s Recommendation of Possible Immediate Discharge of Employee 18-1 from the original date of January 17, 2018, to now be held on the 13th of February 2018, at 5:00 p.m. at the Twin Falls School District Office Boardroom at 201 Main Avenue West, Twin Falls. Trustee Barron further moved that the Board continue its delegation 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. Vice Chairman Matsuoka seconded the motion. The motion passed unanimously.

IV. Vice Chairman Matsuoka moved to adjourn. Trustee Hubbard seconded the motion. Motion carried. The time was 5:03 p.m.

Chairman Bernie Jansen

ATTEST:

Clerk Michelle Lucas
TWIN FALLS PUBLIC SCHOOLS

School District No. 411

201 MAIN AVENUE WEST
TWIN FALLS, IDAHO
83301
(208) 733-6900

February 12, 2018
7:00 p.m.

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, February 12, 2018. The following trustees were present: Chairman Bernie Jansen, Trustees Mary Barron and Todd Hubbard. Trustee Bryan Matsuoka was present on the telephone for executive session only. There were also present Superintendent, Brady Dickinson; Associate Superintendent, Bill Brulotte; Appointed Board Clerk, Kathy Diamond; as well as directors, interested patrons, employees, and news media. Trustee Paul McClintock was unable to attend.

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

III. Procedural Matters Action Items:

1. Trustee Barron moved to appoint Kathy Diamond as Clerk of the Board in Michelle Lucas’ absence. Trustee Hubbard seconded the motion. Motion passed unanimously.

2. Approval of Agenda (Additions and Deletions) – Chairman Jansen asked if there were any additions or deletions to the agenda. There were none. Trustee Barron moved to approve the agenda. 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. TFEA Co-President, Peggy Hoy asked to address the Board. Mrs. Hoy addressed the board regarding upcoming legislation and offered to put together some talking points for the board before the ISBA Day on the Hill. Mrs. Hoy also invited the board to the Politics and Pie event at Idaho Joes from 4:30 – 5:30 on Friday, February 16, 2018.

V. Consent Calendar – Trustee Hubbard moved to approve the consent calendar which included: minutes from the January 8, and 24, 2018 meetings; building and board financial reports; monthly long term suspensions report for January; private service providers (PSP)/consultants/other: Sign Language Interpreter, Kristi Kulik, Franklin Covey Training for Oregon Trail, Franklin Covey Training for Robert Stuart, and behavioral consultation services with Dr. Paul Hansman; teacher retirement for Kammie Hafer, Ana Nail, and Terri Moore; certified resignations from Alyssa Lekkerkerk and Kristin Miller; new classified employees: Heidi Figuero, Christy Hulme, Sara Garner, Cody Smith, Sharon Arp, Celestial Tuck, and Allison Ward; in-district transfers for Robert Watkins, Julie Lucas Biswell, KymMarie Moore; classified resignations from Holly Armstrong, Tiffany Katsules, and Chantia Hamilton; extra-curricular employees: Brian Harmison, JayCee Hovey, and Andria Harshman; extra-
curricular resignation from Vern Skip McFarlin and an extended out of state request from Canyon Ridge High School. Motion was seconded by Trustee Barron. Motion passed unanimously.

VI. Superintendent’s Report

A. Superintendent Dickinson announced the certified employee of the month from Oregon Trail Elementary School for the month of January as Shannon Youngman, 5th grade teacher and from Pillar Falls Elementary School, Alyssa Lekkerkerk, 3rd grade teacher.

B. Superintendent Dickinson announced the classified employee of the month from Oregon Trail Elementary School as Marcella Yergensen, paraeducator and from Pillar Falls Elementary, Dee Winn, special education para. Superintendent Dickinson read a brief resume’ and presented each Ms. Youngman, Ms. Lekkerkerk, Ms. Yergensen, and Ms. Winn with a gift, plaque, and gift certificates for Gertie’s or Maxie’s Pizza. Ms. Youngman, Ms. Lekkerkerk, Ms. Yergensen, and Ms. Winn 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. Managing Director of Piper Jaffrey, Eric Hering presented to the board and gave a brief update where the bond refinance process stands and reviewed goals for bond financing.

2. Superintendent Dickinson shared the process the district will need to go through to select a new student transportation company to serve Twin Falls School District for the next ten years. The RFP was advertised and there are currently six companies who have shown interest in the contract. All bids must be submitted by 9:00 a.m. on February 26, 2018. Superintendent Dickinson also asked for a volunteer board member for the Student Transportation Selection Committee. Chairman Jansen volunteered to be on the committee.

VIII. Budget & Finance B. Action Items:

1. Ms. Chelsea Porter, attorney with Hawley, Troxell, Ennis & Hawley walked the board through the Reimbursement Resolution that is required by law and needs approved tonight. After further review Chairman Jansen introduced the following Resolution Authorizing the Issuance and Providing for the Sale of General Obligation Refunding Bonds, Series 2018, of School District No. 411, Twin Falls County, State of Idaho, Authorizing the Manner of Sale of the Bonds, Delegating Authority to Approve the Terms, Provisions and Sale of the Bonds, and Providing for Related Matters.

An amended motion was made by Trustee Hubbard, to correct the percentage on page 9 of the foregoing Resolution from 8% to 0.8%, and to adopt the foregoing Resolution which was then duly made and duly seconded by Trustee Barron, put to a vote and carried, the vote being as follows:

Those voting Yes: Bernie Jansen
Mary Barron
Todd Hubbard

Those voting No: None
Those abstaining: None

Those absent: Bryan Matsuoka
Paul McClintock

Thereupon, Chairman Jansen declared said motion carried and said Resolution duly passed and was adopted as amended. The Resolution was thereupon signed by Chairman of the Board of Trustees in evidence of his approval and attested by the Appointed Clerk of the Board and ordered recorded in the records of the Board.

IX. Personnel A. Information Items:

1. Director of Community Relations, Eva Craner presented ISBA’s quarterly (winter) policy revision recommendations which are mainly based on changes to the law and a few administration policy recommendations. Policies 2700, 2700P, 2701, 5413, 5340, and 6400 will return in March for action.

IX. Personnel B. Action Items: None

X. Board Goals A. Information Items: None

X. Board Goals B. Action Items: None

XI. Future Agenda Items:

1. Superintendent Dickinson reminded the board of the upcoming ISBA Day on the Hill Conference February 19 and 20, 2018 in Boise.

2. Next Meeting: Special Executive Session Board Meeting February 13, 2018, at 5:00 p.m. at the District Office Boardroom, to conduct a personnel hearing.

3. The next board meeting is scheduled for February 21, 2018 at Bickel Elementary School where Ms. Shari Cowger, Principal at Rock Creek Elementary, Ms. Beth Olmstead, Principal at Lincoln Elementary, Mr. Tyler Matlock, Principal at Oregon Trail Elementary; Mr. Steve Hoy, Principal at Morningside Elementary; and Mrs. Kelli Schroeder, Principal of Bickel Elementary will present their board report and participate in discussion with the board.

XII. 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, personnel issues, and superintendent evaluation. Trustee Barron seconded the motion. Chairman Jansen asked the Appointed Clerk Kathy Diamond to poll the board. Roll call vote is as follows:
Chairman Bernie Jansen - Yes
Vice Chairman Bryan Matsuoka – Yes – via phone
Trustee Mary Barron - Yes
Trustee Todd Hubbard - Yes
Motion carried. The Board convened into executive session at 7:53 p.m.
Trustee Barron moved to go out of executive session. Trustee Hubbard seconded the motion. Motion passed unanimously. The Board opened to the public at 8:05 p.m.

Trustee Hubbard 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 accept administrations recommendation to put employee “A” on probation and extend employee “B’s” probation. Trustee Barron seconded the motion. Motion passed unanimously.

Trustee Hubbard moved to adjourn the meeting, Trustee Barron seconded the motion and the motion passed unanimously. Meeting adjourned at 8:06 p.m.

Chairman Bernie Jansen

ATTEST:

Appointed Clerk, Kathy Diamond
The Board of Trustees of Twin Falls School District #411 met in executive session on Monday, February 12, 2018, at 7:53 p.m., at Canyon Ridge High School boardroom located at 300 North College Road, room #301, in Twin Falls County, Twin Falls, Idaho. Chairman Bernie Jansen conducted the meeting. Trustees Bryan Matsuoka (via telephone), Mary Barron, and Todd Hubbard; Superintendent Brady Dickinson; Appointed Clerk Kathy Diamond were also present. Trustee Paul McClintock was unable to attend.

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, personnel issues, and superintendent evaluation. Trustee Barron seconded the motion. Chairman Jansen asked the appointed clerk Kathy Diamond to poll the board. Roll call vote is as follows:

Chairman Bernie Jansen - Yes
Vice Chairman Bryan Matsuoka – Yes – via phone
Trustee Mary Barron - Yes
Trustee Todd Hubbard - Yes
Motion carried. The Board convened into executive session at 7:53 p.m.

Trustee Barron moved to go out of executive session. Trustee Hubbard seconded the motion. Motion passed unanimously. The Board opened to the public at 8:05 p.m.

Trustee Hubbard 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 accept administrations recommendation to put employee “A” on probation and extend employee “B’s” probation. Trustee Barron seconded the motion. Motion passed unanimously.

Trustee Hubbard moved to adjourn the meeting, Trustee Barron seconded the motion and the motion passed unanimously. Meeting adjourned at 8:06 p.m.

ATTEST:  
Chairman Bernie Jansen

Appointed Clerk, Kathy Diamond
Call to Order - The Board of Trustees of School District No. 411, Twin Falls County, State of Idaho, met in a special board meeting at the District Office Boardroom located at 201 Main Ave. West, Twin Falls, Idaho, at the hour of 5:00 p.m., on Tuesday, February 13, 2018. The following trustees were present: Chairman Bernie Jansen, Trustees Mary Barron, Todd Hubbard, Paul McClintock (via phone), and Bryan Matsuoka (via phone). Also present were Superintendent Brady Dickinson, Associate Superintendent Bill Brulotte, Director of Human Resources Shannon Swafford, Attorney Amy White, Hearing Officer Ken Mallea, an appointed Court Reporter, and Appointed Clerk, Kathy Diamond.

II. Procedural Matters Action Items

I. Approval of Agenda: Trustee Hubbard moved to approve the agenda as submitted. Trustee Barron seconded the motion. The motion passed unanimously.

III. Executive Session

Trustee Hubbard moved that the Board retire into executive session pursuant to Idaho Code 74-206(1) subsection (b); to consider a personnel issue – personnel hearing/administrative recommendation. Trustee Barron seconded the motion. Chairman Jansen asked the Appointed Clerk, Kathy Diamond to poll the board. Roll call vote was as follows:

Chairman Bernie Jansen – Yes
Vice Chairman Bryan Matsuoka - Yes
Trustee Mary Barron – Yes
Trustee Paul McClintock – Yes
Trustee Todd Hubbard – Yes

Motion carried. The Board convened into executive session at 5:01 p.m.

Associate Superintendent Bill Brulotte and Appointed Clerk Kathy Diamond were excused at this time.

Trustee Barron moved to return to open session. Trustee Hubbard seconded the motion. Motion passed unanimously. The time was 5:28 p.m.

Trustee McClintock moved to adjourn. Trustee Barron seconded the motion. Motion carried. The time was 5:28 p.m.

Chairman Bernie Jansen

ATTEST:

Appointed Clerk Kathy Diamond
The Board of Trustees of Twin Falls School District #411 met in executive session on Tuesday, February 13, 2018 at 5:00 p.m., at the District Extension Office Boardroom located at 201 Main Ave. West, Twin Falls, Idaho. Chairman Bernie Jansen conducted the meeting. Trustees Bryan Matsuoka (via phone), Mary Barron, Paul McClintock (via phone), and Todd Hubbard along with Superintendent, Brady Dickinson, Director of Human Resources Shannon Swafford, Attorney Amy White, and Hearing Officer Ken Mallea, an appointed Court Reporter.

Trustee Hubbard moved that the Board retire into executive session pursuant to Idaho Code 74-206(1) subsection (b); to consider a personnel issue – personnel hearing/administrative recommendation. Trustee Barron seconded the motion. Chairman Jansen asked the Appointed Clerk, Kathy Diamond to poll the board. Roll call vote was as follows:

Chairman Bernie Jansen – Yes
Vice Chairman Bryan Matsuoka – Yes
Trustee Mary Barron – Yes
Trustee Paul McClintock – Yes
Trustee Todd Hubbard – Yes

Motion carried. The Board convened into executive session at 5:01 p.m.

Associate Superintendent Bill Brulotte and Appointed Clerk Kathy Diamond were excused at this time.

Trustee Barron moved to return to open session. Trustee Hubbard seconded the motion. Motion passed unanimously. The time was 5:28 p.m.

Trustee McClintock moved to adjourn. Trustee Barron seconded the motion. Motion carried. The time was 5:28 p.m.

Chairman Bernie Jansen

ATTEST:

Appointed Clerk Kathy Diamond
I. The Board of Trustees of Twin Falls School District No. 411, Twin Falls County, State of Idaho, met in its regular monthly meeting at Bickle Elementary, 607 2nd Ave E, Twin Falls, Idaho, at the hour of 7:00 p.m., on Wednesday, February 21, 2018. The following trustees were present: Chairman Bernie Jansen, Vice Chairman Bryan Matsuoka, Trustees Mary Barron, and Todd Hubbard. There were also present Superintendent Brady Dickinson; Associate Superintendent Bill Brulotte; Appointed Board Clerk Kathy Diamond; as well as district directors, interested patrons, and employees. Trustee Paul McClintock was unable to attend.

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 was none. Vice Chairman Matsuoka moved to approve the agenda. 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. Building Board Reports

1. Principal of Bickle Elementary School, Kelli Schroeder shared a few challenges and followed up with some bright spots for Bickle Elementary School. Mrs. Schroeder’s building report was included in the board packet. After a few minutes of roundtable discussion with the Board, Mrs. Schroeder thanked the board for the opportunity to share information about her school.

2. Principal of Lincoln Elementary School, Beth Olmstead shared a few challenges and followed up with some bright spots for Lincoln Elementary School. Mrs. Olmstead’s building report was included in the board packet. After a few minutes of roundtable discussion with the Board, Mrs. Olmstead thanked the board for the opportunity to share information about her school.

3. Principal of Morningside Elementary School, Steve Hoy shared a few challenges and bright spots for Morningside Elementary School. His building report was included in the board packet. After a few minutes of roundtable discussion with the Board, Mr. Hoy thanked the board for the opportunity to share information about his school.
4. Principal of Oregon Trail Elementary School, Tyler Matlock shared a few challenges and followed up with some bright spots for Oregon Trail Elementary School. His building report was included in the board packet. After a few minutes of roundtable discussion with the Board, Mr. Matlock thanked the board for the opportunity to share information about his school.

5. Principal of Rock Creek Elementary School, Shari Cowger shared a few challenges and bright spots for Rock Creek Elementary School. Her building report was included in the board packet. After a few minutes of roundtable discussion with the Board, Ms. Cowger thanked the board for the opportunity to share information about her school.

VII. Executive Session

Since there was no other business to come before the Board, Trustee Hubbard moved that the Board retire into executive session as per Idaho Code 74-206(1) subsection (b) to consider the dismissal of personnel; to consider personnel discipline; to consider student discipline; and (c) to discuss labor negotiations. Vice Chairman Matsuoka seconded the motion. Chairman Jansen asked Appointed Clerk Kathy Diamond to poll the board. Roll call vote was as follows:

Chairman Bernie Jansen – Yes
Vice Chairman Bryan Matsuoka – Yes
Trustee Mary Barron – Yes
Trustee Todd Hubbard – Yes
Trustee Paul McClintock – Absent

Motion carried. The Board convened into executive session at 8:15 p.m.

Trustee Barron moved to go out of executive session. Trustee Hubbard seconded the motion.

Motion passed unanimously. The Board opened to the public at 8:35 p.m.

Vice Chairman Matsuoka moved that the Twin Falls School District Board of Trustees enter findings of fact, conclusions of law and decision in the matter of the recommended immediate discharge of certificated employee 18-1, in the form and style submitted by the district’s Hearing Officer, the decision being that employee 18-1’s employment with the district is terminated effective immediately. Trustee Hubbard seconded the motion. With no further discussion, motion passed unanimously.

Trustee Hubbard moved to uphold the hearing officer’s recommendation to expel two (2) students from the Twin Falls School District #411, one for time-served and one for an indefinite period of time, 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. The motion passed unanimously.

Trustee Hubbard moved to adjourn the meeting; Trustee Barron seconded the motion and the motion passed unanimously. Meeting adjourned at 8:37 p.m.

__________________________
Chairman, Bernie Jansen

ATTEST:

__________________________
Appointed Clerk, Kathy Diamond
The Board of Trustees of Twin Falls School District #411 met in executive session on Wednesday, February 21, 2018, at 8:15 p.m., at Bickel Elementary School located at 607 2nd Ave. East, in Twin Falls County, 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 Appointed Clerk Kathy Diamond were also present.

Since there was no other business to come before the Board, Trustee Hubbard moved that the Board retire into executive session as per Idaho Code 74-206(1) subsection (b) to consider the dismissal of personnel; to consider personnel discipline; to consider student discipline; and (c) to discuss labor negotiations. Vice Chairman Matsuoka seconded the motion. Chairman Jansen asked Appointed Clerk Kathy Diamond to poll the board. Roll call vote was as follows: Chairman Bernie Jansen – Yes; Vice Chairman Bryan Matsuoka – Yes; Trustee Mary Barron – Yes; Trustee Todd Hubbard – Yes; Trustee Paul McClintock – Absent. Motion carried. The Board convened into executive session at 8:15 p.m.

Trustee Barron moved to go out of executive session. Trustee Hubbard seconded the motion. Motion passed unanimously. The Board opened to the public at 8:35 p.m.

Vice Chairman Matsuoka moved that the Twin Falls School District Board of Trustees enter findings of fact, conclusions of law and decision in the matter of the recommended immediate discharge of certificated employee 18-1, in the form and style submitted by the district’s Hearing Officer, the decision being that employee 18-1’s employment with the district is terminated effective immediately. Trustee Hubbard seconded the motion. With no further discussion, motion passed unanimously.

Trustee Hubbard moved to uphold the hearing officer’s recommendation to expel two (2) students from the Twin Falls School District #411, one for time-served and one for an indefinite period of time, 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. The motion passed unanimously.

Trustee Hubbard moved to adjourn the meeting; Trustee Barron seconded the motion and the motion passed unanimously. Meeting adjourned at 8:37 p.m.

__________________________
Chairman, Bernie Jansen

ATTEST:

__________________________
Appointed Clerk, Kathy Diamond
## Twin Falls School District #411

### Monthly Long-Term Suspension Board Report

**February, 2018**

| School Name                  | Total Males | Total Females | Total # Days | # Students - Fighting | Total # Days | # Students - Battery | Total # Days | # Students - Truancy | Total # Days | # Students - Tardies | Total # Days | # Students - Drugs | Total # Days | # Students - Insubordination | Total # Days | # Students - School Offence | Total # Days | # Students - Harassment/Bullying | Total # Days | # Students - Sexual Offense | Total # Days | # Students - Other | Total # Days |
|-----------------------------|-------------|---------------|--------------|-----------------------|--------------|---------------------|--------------|-----------------------|--------------|-----------------------|--------------|---------------------|--------------|--------------------------------|--------------|--------------------------------|--------------|--------------------------|--------------|------------------------|--------------|
| Bickel Elementary           | 0           | 0             |              |                       |              |                     |              |                       |              |                       |              |                     |              |                               |              |                                   |              |                          |              |                     |              |                      |
| Harrison Elementary         | 1           | 0             |              |                       |              |                     |              |                       |              |                       |              |                     |              |                               |              |                                   |              |                          |              |                     |              |                      |
| Lincoln Elementary          | 4           | 1             | 1            | 4                     | 3            | 2                   | 2.5          |                       |              |                       |              |                     |              |                               |              |                                   |              |                          |              |                     |              |                      |
| Morningside Elementary      | 1           | 0             |              |                       |              |                     |              |                       |              |                       |              |                     |              |                               |              |                                   |              |                          |              |                     |              |                      |
| Oregon Trail Elementary     | 2           | 0             |              |                       |              |                     |              |                       |              |                       |              |                     |              |                               |              |                                   |              |                          |              |                     |              |                      |
| Perrine Elementary          | 5           | 0             |              |                       |              |                     |              |                       |              |                       |              |                     |              |                               |              |                                   |              |                          |              |                     |              |                      |
| Pillar Falls Elementary     | 0           | 0             |              |                       |              |                     |              |                       |              |                       |              |                     |              |                               |              |                                   |              |                          |              |                     |              |                      |
| Rock Creek Elementary       | 0           | 0             |              |                       |              |                     |              |                       |              |                       |              |                     |              |                               |              |                                   |              |                          |              |                     |              |                      |
| Sawtooth Elementary         | 2           | 0             |              |                       |              |                     |              |                       |              |                       |              |                     |              |                               |              |                                   |              |                          |              |                     |              |                      |
| Robert Stuart Middle school | 1           | 1             |              |                       |              |                     |              |                       |              |                       |              |                     |              |                               |              |                                   |              |                          |              |                     |              |                      |
| Vera C. O'Leary Middle School | 0         | 0             |              |                       |              |                     |              |                       |              |                       |              |                     |              |                               |              |                                   |              |                          |              |                     |              |                      |
| South Hills Middle School   | 9           | 4             | 8             | 28                   |              |                     |              |                       |              |                       |              |                     |              |                               |              |                                   |              |                          |              |                     |              |                      |
| Bridge Academy              | 1           | 0             |              |                       |              |                     |              |                       |              |                       |              |                     |              |                               |              |                                   |              |                          |              |                     |              |                      |
| Twin Falls High School      | 14          | 1             |              |                       |              |                     |              |                       |              |                       |              |                     |              |                               |              |                                   |              |                          |              |                     |              |                      |
| Canyon Ridge High School    | 12          | 5             |              |                       |              |                     |              |                       |              |                       |              |                     |              |                               |              |                                   |              |                          |              |                     |              |                      |
| Magic Valley Alternative H.S. | 2         | 0             |              |                       |              |                     |              |                       |              |                       |              |                     |              |                               |              |                                   |              |                          |              |                     |              |                      |
| **Totals**                  | 54          | 12            | 8             | 28                   | 1            | 4                   | 5            | 10                   | 0            | 0                     | 9            | 38                  | 14           | 33                  | 10           | 33                     | 9            | 52                  | 2            | 2                     | 0            | 7                    | 12           |                      |

### Districtwide - Total Number of Students Suspended: 66

### Districtwide - Total Number of Days Suspended: 211.5

Column "Z" must equal the total number of male/female students in columns ("B" and "C"). If one student has received OSS in one or more categories, please count them for each incident.
Contracts/Private Service Providers (PSP)/Consultants

EXECUTIVE SUMMARY

Submitted for Board Information MO/DD/YYYY

<table>
<thead>
<tr>
<th>Dates of Service</th>
<th>Vendor</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/15/18</td>
<td>Back-to-School Prof. Dev. Day speaker</td>
<td>$7,500.00</td>
</tr>
<tr>
<td>2017/2018 yr.</td>
<td>(assessment protocols for excep. students) West Ada School District</td>
<td>$75.00/hr. plus mileage</td>
</tr>
<tr>
<td>2017/2018 yr.</td>
<td>PBIS Rewards</td>
<td>$1,788.75</td>
</tr>
</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."
CONTRACT FOR BOOKING ALEX KAJITANI

Please Complete & Email, Fax or Mail to Above

Be it known that on the 15th day of February, 2018 Kajitani Education, LLC (hereinafter referred to as “contractor”) and Twin Falls School District (hereinafter referred to as “contractee”) do hereby enter into contract under the following terms and conditions.


Alex Kajitani, California Teacher of the Year

Morning Keynote (exact time to be determined; approximately 8:45 - 9:45 a.m.)
Owning It: Make a Difference That Matters & LOVE What You Do

2. Additional presentations requested of speakers (contractor) outside the terms of this agreement are subject to additional fees.

3. In consideration of the services described above, contractee agrees to pay contractor an all-inclusive fee of $7,500. Contractor agrees to cover all other expenses related to travel, meals, etc.

Contractee agrees to pay the full amount due to the contractor within 30 days after receiving invoice and travel receipts.

4. Checks payable to: Kajitani Education, LLC

5. Audio or video taping of the speaker’s (contractor) program(s) is not permitted by any means whatsoever by contractee or any audience member, unless agreed upon after contractee makes the request to the speaker in writing and receives written authorization from the speaker.

6. Contractee agrees to provide a table for contractor to make continuing education materials available to conference attendees.

7. If the engagement(s) are canceled due to an Act of God or dangerous situation, both parties agree to reschedule the event with the same terms stated in the initial contract. In the event of an emergency or unforeseen situation that causes either party to cancel the scheduled speaking engagement(s), contractee and contractor may reschedule the speaking engagement(s).

(continued on page 2)
Contractor
Alex Kajitani, Kajitani Education LLC
3761 Portland Ct.; Carlsbad, CA 92010
AlexKajitani@gmail.com
(858) 336-8678

February 15, 2018

Contractee
Twin Falls School District, Contractee Representative

Eva Craver (name)

(signature)

2/28/18 (date)

201 Main Ave. W. (address)

Twin Falls, ID 93301

208-733-4900 (phone)

craver.ev@hsd.org (email)

We look forward to working with you,
and helping to make this an incredible experience!
MEMORANDUM OF AGREEMENT FOR THE PROVISION OF EDUCATIONAL SERVICES FOR EXCEPTIONAL STUDENTS

This AGREEMENT made and entered into by Joint School District No. 2, County of Ada, dba West Ada School District (hereinafter referred to as “Agency”) and Twin Falls School District #411, located in Twin Falls County, (hereinafter referred to as “District”), is for the school year 2017 – 2018.

1) The Agency agrees to provide the District with student assessments as appropriate for students enrolled in the District. The Agency will provide assessment protocols and the District will provide a location for assessments.

2) The Agency agrees to provide the District with qualified providers, a copy of the valid credentials of the providers and proof of fingerprinting.

3) The District agrees to pay the Agency an amount of $75.00 per hour for services rendered. This includes assessment time, report writing and virtual meeting time, if appropriate.

4) Mileage for provider(s) between District and Agency will be paid by the District directly to the provider per District processes.

IN WITNESS THEREOF, the parties have caused this instrument to be executed in their names by their proper officials.

For the District:

By: Michael Jordan Director of Support Services 1/18/18

Signature Title/Position Date

For the Agency:

By: Ramirez R. Director of Special Education 1/18/18

Signature Title/Position Date
PBIS Rewards Service Proposal For:
Vera C. O’Leary Middle School
Proposal Number: v11526
Date: 3/5/2018

Executive Summary
PBIS Rewards (PR) will provide its PBIS Rewards Service to Vera C. O’Leary Middle School, Twin Falls School District, at 2350 Elizabeth Blvd., Twin Falls, ID 83301, United States for the school year 2018-2019.

School Requirements
Student Requirements
Students are not required to have ID cards, but the PBIS Rewards smartphone App is most effective when students have ID cards. The ID cards should have a QR code or Barcode that represents a numeric student ID number unique to each student. PR can provide Student ID Cards at an additional cost. See https://www.pbisrewards.com/order/ for pricing and ordering details.

Smartphone Apps Requirements
Any user who will use one of the PBIS Rewards Smartphone Apps must have a smartphone or device capable of running the applicable PBIS Rewards Smartphone App (Staff App, Student App, Parent App). Devices currently supported include:
- iOS devices (iPhone, iPad, iPod Touch) running iOS 6.x and later
- Android devices running 4.0 and later and with a front-facing camera.
- Amazon Fire devices running Fire OS 4.x and later.

ID Card Limitation
If your school is using ID Cards provided outside of the PBIS Rewards service, you confirm that your school has adequately tested your ID Cards with the PBIS Rewards Smartphone apps for those platforms that you will be using in your school. PR does not warrant that the Smartphone Apps will work with ID Cards that are not provided by PR or are not produced from the PBIS Rewards service. Although the Smartphone Apps generally work with other ID Card systems that use a barcode or QR Code, it is important that the school test compatibility to ensure that the Apps work satisfactorily.

Desktop Web Portal Requirements
A computer capable of running a modern browser with current software updates applied such as:
- Internet Explorer 10 or above
- Firefox (latest version)
- Chrome (latest version)
- Safari (latest version)
The computer must have Internet access and be capable of communicating with the website https://app.pbisrewards.com. The PBIS Rewards service including the Smartphone Apps and the Desktop Web Portal are provided as a cloud-hosted solution.

**Pricing**

Pricing is based on the number of students estimated at the beginning of the school year, plus a base fee. The school may add or remove students throughout the school year at no additional cost. There are no additional costs for teachers or staff. All pricing is in US Dollars (USD).

<table>
<thead>
<tr>
<th>Description</th>
<th>Qty</th>
<th>Price</th>
<th>Ext Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBIS Rewards Service Base Fee</td>
<td>1</td>
<td>$500.00</td>
<td>$500.00</td>
</tr>
<tr>
<td>PBIS Rewards Per Student License</td>
<td>850</td>
<td>$1.75</td>
<td>$1,487.50</td>
</tr>
<tr>
<td>One-time Pricing Adjustment</td>
<td>1</td>
<td>-$198.75</td>
<td>-$198.75</td>
</tr>
<tr>
<td><strong>Total Annual Price</strong></td>
<td></td>
<td></td>
<td>$1,788.75</td>
</tr>
</tbody>
</table>

***ID Badges and Lanyards are not included.***

The school will be invoiced immediately upon execution of this agreement or upon PR receiving a purchase order. Incorporated into this Agreement are the Payment and Billing Policies of PR which are at https://www.pbisrewards.com/bpp/. The School acknowledges and agrees to the terms of the PR Billing and Payment Policy and acknowledges and agrees that same may be modified and/or amended by PR from time to time.

**Support**

Helpdesk support is available during standard business hours to any Staff or Admin user in the PBIS Rewards System for the School. The preferred method for initiating a helpdesk request is to send an email to:

support@pbisrewards.com

Please list your school name and PBIS Rewards School Code. Describe the problem and contact information for follow-up. A ticket will be opened and an email response confirming receipt of the helpdesk request will be sent back to the email address that made the request. You can also call in to request support by calling toll-free 1-844-458-7247. This number is answered Monday-Friday 8am to 5pm (Central Time Zone) with exceptions for the standard recognized US holidays.

**Services**

PR will permit the School to access its PBIS Rewards Services and the related software applications (the 'Services') for use in the Positive Behavior Interventions and Support program implemented by the School.

**Use of Service**

The School agrees to use the Services and any related equipment only for lawful purposes in the United States. Any Prohibited Use as described below shall subject the School to termination pursuant to the Section below labeled 'Termination by PBIS Rewards'. The School agrees not to use the Services for transmitting, receiving, accessing or storing any communication, virus or material of any kind which, in PR's sole judgment, would: (i) constitute, or encourage conduct that would constitute a criminal offense, give rise to a civil liability, or otherwise violate any applicable local, state, federal or international law, rule or regulation; (ii) constitute any illegal or prohibited mass marketing; (iii) promote unlawful violence or facilitate illegal activity; or (iv) cause damage or injury to any person or property (collectively a 'Prohibited Use'). The School is responsible for the following: (i) any and all liability that may
arise out of the content transmitted by the School or by such other users using the Services; (ii) ensuring that the School's use of the Services and all content transmitted thereby will at all times comply with all applicable laws, regulations and written and electronic instructions for the use of the Services, including, but not limited to, PR's Acceptable Use Policy for PBIS Rewards located at https://www.pbisrewards.com/aup/, incorporated herein by this reference, (iii) ensuring that its network and systems comply with the relevant specifications provided by PR from time to time, (iv) all data entry and loading, (v) establishing and maintaining adequate operational back-up and disaster recovery provisions for School data in the event of a defect or malfunction that renders the Services non-operational, and (vi) determining whether the Services will achieve the results the School desires. PR's actions or inactions under this Section shall not constitute review or approval of any use of the Services by School or content transmitted thereby. The School will indemnify and hold harmless PR, its officers, members, managers and employees against any and all liability (including without limitation, court costs and attorneys' fees) arising out of or in connection with the School's use of the Services.

Privacy Policy and FERPA Policy Statement


Termination by PBIS Rewards

Notwithstanding anything to the contrary contained in this Agreement, PR may suspend or discontinue part or all of the Services or terminate this Agreement immediately upon notice to School for any of the following reasons: (i) School fails to pay any invoice within thirty (30) days from the date of invoice, provided PR gives School notice and an opportunity to cure its payment default within seven business days of such notice; (ii) Regulatory or other governmental actions which adversely affect the cost of providing the Services, determined in PR's sole discretion; (iii) School furnishes false or misleading customer information; (iv) School fails, in PR's sole discretion, to maintain satisfactory credit qualifications; (v) School fails to provide timely information or data necessary for activating the Services; (vi) School does not comply with any applicable software licensing agreements, if any; (vii) School becomes subject to voluntary or involuntary bankruptcy, insolvency, reorganization, or liquidation proceedings; makes an assignment for the benefit of creditors; or admits in writing its inability to pay its debts; or (viii) a Prohibited Use has occurred. In such cases, PR may terminate this Agreement or any portion of the Service.

Agreement

This Agreement, including the PR Billing and Payment Policy and the PBIS Rewards Acceptable Use Policy which are incorporated herein, supersedes all proposals, oral or written, and all communications between the parties relating to the subject matter of this Agreement. This Agreement may not be altered, amended, modified or discharged in any way whatsoever except by subsequent instrument in writing signed by a duly authorized agent of PR and the School.

COPYRIGHT. All title, including, but not limited to, copyrights in and to the Services, other related materials, and any copies thereof are owned by PR. All rights not expressly granted are reserved by PR.

NO WARRANTIES. PR DOES NOT MAKE OR PROVIDE ANY EXPRESS OR IMPLIED WARRANTIES OR REPRESENTATIONS TO SCHOOL OR ANY OTHER PERSON WITH RESPECT TO THE SERVICES. PR EXPRESSLY DISCLAIMS ANY WARRANTY FOR THE SERVICES AND EXPRESSLY DISCLAIMS ANY IMPLIED WARRANTIES INCLUDING BUT NOT LIMITED TO IMPLIED WARRANTIES OF MERCHANTABILITY, AGAINST INFRINGEMENT, AND THE IMPLIED WARRANTY OF FITNESS FOR A PARTICULAR PURPOSE. THE SERVICES AND ANY RELATED DOCUMENTATION ARE PROVIDED "AS IS" WITHOUT WARRANTY OR CONDITION OF ANY KIND, EITHER EXPRESS OR IMPLIED. The entire risk arising out of use or performance of the Services remains with School.

LIMITATION OF LIABILITY. In no event shall PR be liable for any damages whatsoever (including, without limitation, incidental or consequential damages that the School alleges to have suffered as a result of the Services or the failure of the Services, damages for loss of profits, or any costs or expenses for labor, transportation, or other expenses incurred by reason of the use of any defective goods, access interruption, loss of information, or any other pecuniary loss) arising out of the use of or inability to use the Services, even if PR has been advised of the possibility of such damages. Any action for PR's breach of this Agreement must be commenced by School within 90 days after the
cause of action shall accrue, and no such action may be maintained which is not commenced within such period.

**DAMAGES UPON TERMINATION.** In the event that PR at any time terminates the Service for any default by SCHOOL, in addition to any other remedies PR may have at law or in equity, PR may recover from SCHOOL all damages PR may incur by reason of such default, including reasonable attorney's fees. No failure of PR to exercise any power given PR hereunder, or to insist upon strict compliance by SCHOOL of any obligation hereunder, and no custom or practice of the parties at variance with the terms hereof shall constitute a waiver of PR's right to demand exact compliance with the terms hereof.

**NOTICE.** All notices that are required or permitted to be given under Agreement shall be in writing, duly signed by the party giving such notice, and transmitted either by personal delivery or by registered or certified mail with return receipt and postage prepaid. All such notices shall be effective immediately upon personal delivery or mailing to the addressee. The address of either party may be changed by notice to the other party given pursuant to this paragraph. For purposes of all notices or communications required or permitted to be given hereunder, the addresses of the parties hereto shall be as indicated below:

**PR:**
PBIS Rewards
223 NW 2nd St, Suite 300
Evansville IN 47708
United States

**SCHOOL:**
Vera C. O'Leary Middle School
2350 Elizabeth Blvd.
Twin Falls, ID 83301
United States

**WAIVER.** No waiver by either party of any default in the performance of any part of this Agreement by the other party shall be deemed to be continuing waiver of any future default or a waiver of any other default hereunder. This Agreement and all referenced parts constitute the complete and entire agreement between PR and the School.

**VENUE.** Any suit relating to this agreement must be brought in a court of competent jurisdiction in Vanderburgh County, IN. This agreement shall be interpreted and governed by the laws of the State of Indiana. If any provision, part, or term of this agreement is in conflict with any law in the State of Indiana, the remaining provisions, parts, or terms shall be unaffected and shall remain valid and in force. In the event of any litigation between the School and PR relating to this agreement, the prevailing party shall be entitled to its reasonable attorneys' fees, including attorneys' fees for services rendered in appellate proceedings.

**SEVERABILITY.** If any provision, clause or part of this Agreement or application thereof to any person or circumstance is held invalid or unconscionable, such invalidity or unconscionability shall not affect other provisions or applications of this Agreement which can be given effect without the invalid or unconscionable provision or application, and to this end the provisions of this Agreement are declared to be severable.

**AUTHORITY.** The individuals executing this Agreement on behalf of the undersigned represent and warrant that such person is duly authorized to execute and deliver this Agreement on behalf of the undersigned and that this Agreement is binding upon the undersigned in accordance with its terms.
EXECUTION OF AGREEMENT. This Agreement may be executed in one or more counterparts, each of which will be deemed to be an original copy of this Agreement and all of which, when taken together, will be deemed to constitute one and the same agreement. The exchange of copies of this Agreement and of signature pages by facsimile or e-mail transmission shall constitute effective execution and delivery of this Agreement and may be used in lieu of the original Agreement for all purposes. Signatures on this Agreement transmitted by facsimile or e-mail shall be deemed to be their original signatures for all purposes.

The pricing in this proposal is valid for 60 days.

In accepting this agreement, the School agrees to the work and terms as outlined in this proposal dated 3/5/2018.

To accept the terms of this proposal please sign and deliver this document to PBIS Rewards.

SIGN: ___________________________ SIGN: ___________________________
PRINT: Ace Macellus PRINT: Pat Heck
TITLE: President TITLE: President
FOR: Vera C. O'Leary Middle School FOR: PBIS Rewards
<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>School</th>
<th>Subject</th>
<th>Years Exp.</th>
<th>School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawkes</td>
<td>Amber</td>
<td>O’Leary Middle School</td>
<td>Counselor</td>
<td>0</td>
<td>2017-2018</td>
</tr>
<tr>
<td>Day</td>
<td>Cortney</td>
<td>Harrison Elementary School</td>
<td>Teacher - 3rd Grade</td>
<td>3</td>
<td>2018-2019</td>
</tr>
<tr>
<td>Green</td>
<td>Amber</td>
<td>Oregon Trail Elementary School</td>
<td>Teacher - Physical Education</td>
<td>5</td>
<td>2018-2019</td>
</tr>
<tr>
<td>Stephens</td>
<td>Emily</td>
<td>Perrine Elementary School</td>
<td>Teacher - 2nd Grade</td>
<td>0</td>
<td>2018-2019</td>
</tr>
</tbody>
</table>
Date: March 7, 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:

- Mary Ann Sweet, Teacher – Title at Harrison Elementary School
- Brad Breland, Teacher – Language Arts at South Hills Middle School
- Kimberley Schoenauer, Teacher – English Language Learner at Oregon Trail Elementary School
- Ron Moody, Teacher – Math at Twin Falls High School
- Tammy Petersen, Teacher – Kindergarten at Sawtooth Elementary School

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

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

William Brulotte
Associate Superintendent
Date: March 8, 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:

- Tanna Fajardo, Teacher - 3rd Grade at Rock Creek Elementary School
- Cassie Sharp, Teacher - 1st Grade at Harrison Elementary School
- Chuck Day, Teacher - 5th Grade at Oregon Trail Elementary School
- Don Ritchey, Teacher - Resource (IRC) at South Hills Middle School
- India King, Teacher - Resource (ERC) at O’Leary Middle School

The Human Resource Department recommends to the Superintendent and the Board of Trustees that we accept these resignations.
Date: March 8, 2018

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

From: Sonia DeLeon, Human Resources Manager

Re: Classified Retirements

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

- Margaret Wright, Elementary Library Technician at Bickel Elementary School
- Tara Fiscus, Secretary at Magic Valley High School

The Human Resource Department recommends to the Superintendent and the Board of Trustees that we accept these resignations.
Date: March 8, 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>Rithy Essing</td>
<td>Cook at Perrine Elementary School</td>
</tr>
<tr>
<td>Jackson Ahem</td>
<td>Tray Washer at Robert Stuart Middle School</td>
</tr>
<tr>
<td>Nolan Amundson</td>
<td>Para educator at Twin Falls High School</td>
</tr>
<tr>
<td>Anna Wilson</td>
<td>Tray Washer at Pillar Falls Elementary School</td>
</tr>
<tr>
<td>Jamie Thomason</td>
<td>Tray Washer at Canyon Ridge High School</td>
</tr>
<tr>
<td>Sarah Williams</td>
<td>Para educator at Perrine Elementary School</td>
</tr>
<tr>
<td>Spring Silvers</td>
<td>Para educator at Oregon Trail Elementary School</td>
</tr>
<tr>
<td>Samantha Victorine</td>
<td>Attendance Secretary at Twin Falls High School</td>
</tr>
<tr>
<td>Melissa Morgensen</td>
<td>Para educator at Morningside Elem</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>Wendy Layton</td>
<td>Book Keeper 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.
Date: March 8, 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:

- DaraLynn Crozier – Online Coordinator at Canyon Ridge High School
- Lucinda Padilla – Migrant Liaison at Canyon Ridge High School
- Tony Alves – Custodian at Bickel Elementary School
- Kelly Asher – Playground Assistant at Perrine Elementary School

The Human Resources Department recommends to the Superintendent and the Board of Trustees that we accept these resignations.
Date: March 8, 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 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>Nathan Trae Bishop</td>
<td>JV Baseball Coach - .50 FTE</td>
<td>Canyon Ridge High School</td>
</tr>
<tr>
<td>Sarah Barker</td>
<td>Track Coach – 7\textsuperscript{th} Boys</td>
<td>South Hills Middle School</td>
</tr>
<tr>
<td>Caleb Worley</td>
<td>Track Coach – 8\textsuperscript{th} Boys</td>
<td>South Hills Middle School</td>
</tr>
<tr>
<td>Leslie Hoerner</td>
<td>Track Coach – 8\textsuperscript{th} Girls</td>
<td>South Hills Middle School</td>
</tr>
</tbody>
</table>
Date: March 8, 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 employees have submitted their resignation letter resigning their position for the 2018-2019 school year:

• Justin Pehrson – Head Wrestling Coach (Boys) at Twin Falls High School
• Reylene Abbott – Cheerleading Coach at South Hills Middle School
• Clint Fullmer – Volleyball Coach at O’Leary Middle School
• JayCee Hovey – Cheerleading Coach at South Hills Middle School

The Human Resources Department recommends to the Superintendent and the Twin Falls School District Board of Trustees that we accept these resignations.
Early Graduation Requests

CRHS  Khoshbo Khwaja Mohammad  Date: May 2018
EMPLOYEE OF THE MONTH QUESTIONS

<table>
<thead>
<tr>
<th>Name:</th>
<th>Steve Hill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position:</td>
<td>6th/7th Math Teacher</td>
</tr>
<tr>
<td>Hometown:</td>
<td>Twin Falls</td>
</tr>
<tr>
<td>Inspiration:</td>
<td>Childhood friend</td>
</tr>
<tr>
<td>Pet Peeve:</td>
<td>Poor manners (not saying “Please” “Thank you”)</td>
</tr>
<tr>
<td>You Have a 10 Minute Speech to give at a High School. What is the Title?</td>
<td>Pursuit of Happiness: go get it!</td>
</tr>
<tr>
<td>What Word Describes you Best?</td>
<td>Busy</td>
</tr>
<tr>
<td>One Thing People Don’t Know About You:</td>
<td>I have taught every age except 8th and Kinder including adults (ESL and GED)</td>
</tr>
<tr>
<td>If you Could be any Character in Fiction, Who Would you be?</td>
<td>--</td>
</tr>
<tr>
<td>Favorite Movie or Book:</td>
<td>I enjoy most non-fiction--science, history, political science, etc.</td>
</tr>
<tr>
<td>Which Sitcom, Past or Present, is most Reflective of your Life?</td>
<td>My Name is Earl</td>
</tr>
<tr>
<td>How do you want to be Remembered?</td>
<td>With a beer in my hand.</td>
</tr>
<tr>
<td>The Favorite Part of My Day Is:</td>
<td>Greeting students before class</td>
</tr>
</tbody>
</table>

Principal Note:

We are so lucky to have Steve join our RSMS family this year! He has amazing rapport with his students and is passionate about them being successful in math and in school. He is a team player and has been invaluable helping out when there has been a need. He has definitely been our MVP this year!
# Employee of the Month Questions

<table>
<thead>
<tr>
<th>Name:</th>
<th>Abril Deyanira Guzman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position:</td>
<td>Attendance Secretary</td>
</tr>
<tr>
<td>Hometown:</td>
<td>Sapidriz, Durango Mexico</td>
</tr>
<tr>
<td>Inspiration:</td>
<td>My Mother</td>
</tr>
<tr>
<td>Pet Peeve:</td>
<td>Chewing Nails</td>
</tr>
<tr>
<td>You have a 10 Minute Speech to give at a High School. What is the title?</td>
<td>Always be Kind</td>
</tr>
<tr>
<td>What Word Describes you Best?</td>
<td>Friendly</td>
</tr>
<tr>
<td>One Thing People Don't Know About You:</td>
<td>I have an Identical Twin</td>
</tr>
<tr>
<td>If you could be any Character in Fiction, Who would you be?</td>
<td>Belle from Beauty and the Beast</td>
</tr>
<tr>
<td>Favorite Movie or Book:</td>
<td>Benjamin Button</td>
</tr>
<tr>
<td>Which Sitcom, Past or Present, is most reflective of your Life?</td>
<td>The Office</td>
</tr>
<tr>
<td>How do you want to be Remembered?</td>
<td>Kind</td>
</tr>
<tr>
<td>The Favorite Part of My Day Is:</td>
<td>Waking up in the morning and telling myself &quot;It's a Great Day!&quot;</td>
</tr>
</tbody>
</table>

**Principal Note:**

Abril is not new to Robert Stuart. She is a former student and we are thrilled to see her return as our attendance secretary! She greets every person with warmth and kindness. She is always helpful and patient, while keeping our office organized and efficient. Her bilingual skills are another asset as she helps communicate with our Spanish-speaking parents. We are super lucky to have her return to our RSMS family!
Educational Trust Scholarship Guidelines for Canyon Ridge High School

- All seniors at Canyon Ridge High School are invited to apply
- All students must complete the application process
- All applications must be submitted by the announced deadline
- All applications are reviewed by a panel of judges
- All judging results remain confidential
- All judges will use established criteria to rate applications
- All judges will use rubric

Evaluation Process

- Student must be graduating from a Twin Falls School District High School.
- Preference will be given to students who have completed two additional business courses above and beyond those required. Additional preference will be given to students who complete a capstone course; Accounting, Business Management/Entrepreneurship, Personal Finance or Advertising and participate in business organizations such as Business Professionals of America.
- The student must demonstrate academic progress with a minimum 3.0 GPA from high school studies completed at the time of application.
- Additional consideration would be given to students demonstrating financial need. Students are encouraged to elaborate financial circumstances within their essay.

Award Process

- Winner(s) will be selected based on combined rubric final scores
- Winner(s) dollar amount is based on funds received from USBank, Foundation Controllers
- Winner(s) are announced at an end of year assembly
- Winner(s) college information is shared with the TFSD Bookkeeping Office
- Winner(s) are responsible for sharing appropriate documentation with TFSD Bookkeeping Office
- Winner(s) receive a check made out to themselves AND their college of registration
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 does not meet criteria; 3 average criteria; 5 exceeds criteria</td>
<td></td>
</tr>
<tr>
<td>Student must be graduating from a Twin Falls School District High School</td>
<td></td>
</tr>
<tr>
<td>Preference will be given to students who have completed two additional business courses above and beyond those required.</td>
<td></td>
</tr>
<tr>
<td>Preference will be given to students who complete a capstone course; Accounting, Business Management/Entrepreneurship, Personal Finance or Advertising.</td>
<td></td>
</tr>
<tr>
<td>Preference will be given to students who participate in business organizations such as Business Professionals of America</td>
<td></td>
</tr>
<tr>
<td>Preference will be given to students who demonstrate academic progress with a minimum 3.0 GPA from high school studies completed at the time of application.</td>
<td></td>
</tr>
<tr>
<td>Additional consideration would be given to students demonstrating financial need. Students are encouraged to elaborate financial circumstances within their essay.</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>/30 (possible)</td>
</tr>
</tbody>
</table>
Educational Trust Award

SCHOLARSHIP APPLICATION

Student Name
Address
City ___________________ State _______ Zip _______ 
Telephone Number ____________ Cell Phone Number ___________ 
High School attending ____________________________________ 
Grade Point ___________________ Birth Date _____________________ 
Parents’ Names ________________________________________________
Proposed plans after high school _________________________

TRANSCRIPT/TEST SCORES: Include with this application a copy of your most recent high school transcript.

RÉSUMÉ: Provide current employment information, activities, honors, and leadership roles that might be relevant to the scholarship (i.e. high school community activities, honors and recognitions).

STATEMENT: On an additional sheet of paper, type a one page statement that includes your educational goals, chosen career field, and any other information you consider to be pertinent. Please be aware that strong emphasis by the Business Department of the Twin Falls School District is placed on this statement.

LETTER OF RECOMMENDATION: Provide a letter of recommendation from a guidance counselor, teacher, employer, or community service coordinator.

CERTIFICATION: I hereby certify that to the best of my knowledge, all information submitted for this scholarship is complete and correct. I authorize the Business Department of the Twin Falls School District to obtain additional information concerning my educational program and financial circumstances as needed to consider me for this scholarship. I further authorize the Business Department of the Twin Falls School District to include my name, when appropriate, in the lists of winners to be posted and publicized in the news media.

Student Signature ___________________________ Date

DEADLINE: March 31, 2017
Criteria:

- Student must be graduating from a Twin Falls School District High School.

- Preference will be given to students who have completed two additional business courses above and beyond those required. Additional preference will be given to students who complete a capstone course; Accounting, Business Management/Entrepreneurship, Personal Finance or Advertising and participate in business organizations such as Business Professionals of America.

- The student must demonstrate academic progress with a minimum 3.0 GPA from high school studies completed at the time of application.

- Additional consideration would be given to students demonstrating financial need. Students are encouraged to elaborate financial circumstances within their essay.

TO APPLY: Complete the application; attach a high school transcript, a current résumé, and a statement expressing why you should be considered as a candidate for the Educational Trust Scholarship. (Please see detailed description of what to include in your statement on previous page)

RETURN TO:
Twin Falls School District
Business Department
Mrs. Gayle Bean
300 North College Road W
Twin Falls, ID 83301

DEADLINE: March 31, 2017
# ACADEMY OF FINANCE SCHOLARSHIP RUBRIC

## TRANSCRIPT

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>20 points</td>
</tr>
<tr>
<td>3.5-3.9</td>
<td>15 points</td>
</tr>
<tr>
<td>3.0-3.4</td>
<td>10 points</td>
</tr>
<tr>
<td>2.5-2.9</td>
<td>5 points</td>
</tr>
<tr>
<td>2.4</td>
<td>0 points</td>
</tr>
</tbody>
</table>

**Transcript Points Earned:**

## RESUME

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>2 points</td>
</tr>
<tr>
<td>Community</td>
<td>3 points</td>
</tr>
<tr>
<td>Service</td>
<td>3 points</td>
</tr>
<tr>
<td>Honors/Awards</td>
<td>3 points</td>
</tr>
<tr>
<td>Leadership</td>
<td>2 points</td>
</tr>
</tbody>
</table>

**Resume Points Earned:**

## STATEMENT

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Goals</td>
<td>10 points</td>
</tr>
<tr>
<td>Clearly Stated</td>
<td></td>
</tr>
<tr>
<td>Career Field</td>
<td>3 points</td>
</tr>
<tr>
<td>Stated</td>
<td></td>
</tr>
<tr>
<td>Other Related</td>
<td>3 points</td>
</tr>
<tr>
<td>Information</td>
<td></td>
</tr>
<tr>
<td>Organization and</td>
<td>4 points</td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
</tr>
</tbody>
</table>

**Statement Points Earned:**

## LETTER OF RECOMMENDATION

<table>
<thead>
<tr>
<th>Recommendation Level</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>10 points</td>
</tr>
<tr>
<td>Excellent</td>
<td>8 points</td>
</tr>
<tr>
<td>Good</td>
<td>6 points</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>4 points</td>
</tr>
</tbody>
</table>

**Letter Of Recommendation Points Earned:**

**Total Points Earned:**
JANITORIAL SUPPLY BID RECAP

The bid consisted of 56 items ranging from hand soap and wax to trash can liners.

There were 11 vendors participating.

Listed below is a recap of the amount recommended to be placed with the vendor listed.

<table>
<thead>
<tr>
<th>Vendor</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>WCP Solutions</td>
<td>$37,476.95</td>
</tr>
<tr>
<td>Gem State Paper</td>
<td>27,491.92</td>
</tr>
<tr>
<td>Hanson Janitorial</td>
<td>544.74</td>
</tr>
<tr>
<td>Pyramid School Products</td>
<td>2,421.36</td>
</tr>
<tr>
<td>Brady Industries</td>
<td>730.95</td>
</tr>
<tr>
<td>Central Poly Corp.</td>
<td>6,321.80</td>
</tr>
<tr>
<td>Waxie Sanitary Supply</td>
<td>319.85</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$ 75,307.57</strong></td>
</tr>
</tbody>
</table>
I recommend that each vendor be awarded the amount listed on the Janitorial Supply bid recap (as per attached).

Bids were published in the Times News twice (two consecutive weeks) prior to the opening of the bids.

The bids were awarded to the vendor having the lowest bid per item that met our specifications, qualifications and conditions; minimum orders to receive prices bid and our past experience with the vendors.

DATE: March 12, 2018

PREPARED BY: Sheila Rinehart
Purchasing Agent

CALCULATIONS DONE BY: Emory Warren
Maintenance Supervisor
Out of the four items I spot checked (hand soap, trash can liners, complete wax and toilet tissue); three items had a decrease in quantity and one had an increase in quantity from the previous year. The quantity percentage decreases was 56%, 12% and 28%. The one item that had an increase was by 48%.

Two items increased in price by 41 cents and $2.38. The other two items decreased in price by 4 cents and 26 cents (percentage increases of less than 1% and 7%, decreases were by 1% and less than 1%).
TWIN FALLS PUBLIC SCHOOLS
SCHOOL DISTRICT NO. 411
201 MAIN AVE. WEST
TWIN FALLS, IDAHO 83301-6197
(208) 733-6900 FAX (208) 733-8474

March 12, 2018

GENERAL/OFFICE SUPPLY BID RECAP

The bid consisted of 37 items ranging from File folders to staples.
There were 7 vendors participating.

Listed below is a recap of the amount recommended to be placed with the vendor listed.

<table>
<thead>
<tr>
<th>Vendor</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quill Corporation</td>
<td>524.74</td>
</tr>
<tr>
<td>Caxton Printers</td>
<td>28.00</td>
</tr>
<tr>
<td>Pyramid School Products</td>
<td>2,325.77</td>
</tr>
<tr>
<td>National Art &amp; School Supplies</td>
<td>16.20</td>
</tr>
<tr>
<td>Liberty Flags</td>
<td>686.40</td>
</tr>
<tr>
<td>Standard Stationery Supply</td>
<td>1,623.18</td>
</tr>
</tbody>
</table>

**TOTAL** $5,204.29
I recommend that each vendor be awarded the amount listed on the General/Office Supply bid recap (as per attached).

Bids were published in the Times News twice (two consecutive weeks) prior to the opening of the bids.

The bids were awarded to the vendor having the lowest bid per item that met our specifications, qualifications and conditions, as well as minimum orders to receive prices bid and our past experience with the vendors.

DATE: March 12, 2018

PREPARED BY: Sheila Rinehart
Purchasing Agent
March 12, 2018

GENERAL/OFFICE SUPPLY BID COMPARATIVES
2017 TO 2018

The total cost from this year to last is higher. The schools ordered more this year plus costs increased slightly.

Of the four items I spot checked (letter file folders, #2 pencils, mending tape and standard staplers); two of the items had a decrease in quantity of 54%, and 57%. The other two items had an increase in quantity of 82% and 20%.

Of the four items, three had an increase of 14 cents, 3 cents and 13 cents (3%, 5% and 5%) and the other item the price remained the same as last year.
PAPER SUPPLY BID RECAP

The bid consisted of 62 items ranging from Copier paper to Construction paper.

There were 4 vendors participating.

Listed below is a recap of the amount recommended to be placed with the vendor listed.

<table>
<thead>
<tr>
<th>Vendor</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract Paper Group</td>
<td>$ 86,286.32</td>
</tr>
<tr>
<td>Pyramid School Products</td>
<td>$ 9,955.90</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$ 96,242.22</strong></td>
</tr>
</tbody>
</table>
I recommend that each vendor be awarded the amount listed on the Paper Supply bid recap (as per attached).

Bids were published in the Times News twice (two consecutive weeks) prior to the opening of the bids.

The bids were awarded to the vendor having the lowest bid per item that met our specifications, qualifications and conditions, as well as meeting minimum carload orders, minimum orders to receive prices bid and our past experience with the vendors.

DATE: March 12, 2018

PREPARED BY: Sheila Rinehart
Purchasing Agent
March 12, 2018

PAPER SUPPLY BID COMPARATIVES
2017 TO 2018

Paper costs from this year to last year have increased slightly.

Of the four items I spot checked (8½ X 11 white copier paper, white tagboard, 36” black art paper and 9x12 white construction paper); one item increased in quantity and three items decreased in quantity over last year. The three items that decreased in quantity was by 25%, 41% and 71% and one item that increased was by 31%.

All items increased in price by 98 cents, 60 cents, $2.18 and $1.25 (percentage increases were by 3%, 2%, 5% and 4%).
March 8, 2018

Subject: TFSD #411 Five-Year Transportation Bid Recommendation

Dr. Brady Dickinson and TFSD #411 Board of Trustees,

On February 26, 2018, the Twin Falls School District conducted a bid opening for transportation services over the next five years. Two outstanding student transportation companies submitted bid proposals.

In accordance with the bid specifications, a district transportation selection committee was formed and met on March 8, 2018, to evaluate the bids. The committee members unanimously agreed to recommend accepting Option #1.

The committee utilized the Evaluation Criteria form to rate the two bids. The committee felt that both bids were competitive and both companies are capable of providing the necessary services needed for the Twin Falls School District.

Inasmuch as the Mid-Columbia Bus Co. Inc. has submitted the lowest bid (Option #1) and the best evaluation, it is my recommendation to the Twin Falls School District #411 Board of Trustees to award them the contract.

Sincerely,

Ryan D. Bowman, Director
Operations and Educational Technology

Brady D. Dickinson, Ph.D.
Superintendent of Schools
<table>
<thead>
<tr>
<th>Company</th>
<th>Bid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid Colombia Bus Co. Inc.</td>
<td>$2,024,465</td>
</tr>
<tr>
<td>First Student</td>
<td>$2,129,958.87</td>
</tr>
<tr>
<td>Northside Bus Company</td>
<td>No Bid</td>
</tr>
<tr>
<td>Teton Stage Lines</td>
<td>No Bid</td>
</tr>
<tr>
<td>Caldwell Transportation</td>
<td>No Bid</td>
</tr>
<tr>
<td>Durham School Services</td>
<td>No Bid</td>
</tr>
<tr>
<td>North America Central</td>
<td>No Bid</td>
</tr>
<tr>
<td>Ecco Ride</td>
<td>No Bid</td>
</tr>
</tbody>
</table>
MEMORANDUM

To: Board of Trustees
   Twin Falls School District 411

From: Eva Craner, Director of Public Relations

Re: Policy Updates

Date: March 12, 2018

Second 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:

2700-3
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
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)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must pass the U.S. Citizenship test beginning with the class of 2017. (See further explanation on page 6.)</td>
<td></td>
</tr>
<tr>
<td>History (9th), U.S. History (10th)</td>
<td></td>
</tr>
<tr>
<td>U.S. History/Advanced Placement U.S. History (11th)</td>
<td></td>
</tr>
<tr>
<td>Psychology, and Culture Class</td>
<td></td>
</tr>
</tbody>
</table>

**Marketing Economics/Macro Economics (12th)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 credit</td>
</tr>
</tbody>
</table>

**Health (9th, 10th, 11th or 12th)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 credit</td>
</tr>
</tbody>
</table>

*Humanities*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Two consecutive years of world language are encouraged)</td>
<td>2 credits</td>
</tr>
</tbody>
</table>

*Electives –

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must include Business Computers – 2 credits and Touchstones 21** – 2 credits</td>
<td>18 credits</td>
</tr>
</tbody>
</table>

**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>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core of Instruction</td>
<td>29 credits (minimum)</td>
</tr>
<tr>
<td>Electives</td>
<td>17 credits (minimum)</td>
</tr>
<tr>
<td>Total Credits</td>
<td>46 credits (minimum)</td>
</tr>
<tr>
<td>Language Arts (English – 8 credits and Speech – 1 credit)</td>
<td>9 credits</td>
</tr>
<tr>
<td>(Speech credit can be obtained through other courses that meet the state speech requirement as approved by the local district.)</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>6 credits</td>
</tr>
<tr>
<td>Including courses that meet Algebra I and Geometry standards; 2 credits must be taken in last year of high school.</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>6 credits</td>
</tr>
<tr>
<td>(4 laboratory sciences)</td>
<td></td>
</tr>
<tr>
<td>Social Studies (US History, Economics and American Government)</td>
<td>5 credits</td>
</tr>
<tr>
<td>Students must pass the U.S. citizenship test beginning with the class of 2017.</td>
<td></td>
</tr>
<tr>
<td>Humanities (Interdisciplinary Humanities, Fine Arts or Foreign Language)</td>
<td>2 credits</td>
</tr>
<tr>
<td>Health and PE</td>
<td>1 credit of Health</td>
</tr>
<tr>
<td>Postsecondary Readiness Plan</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: Dual Enrollment Advanced Placement 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>
</tr>
<tr>
<td>College Entrance Exam</td>
<td>Take either the ACT, SAT or Compass exam by the end of grade 11.</td>
</tr>
<tr>
<td>ISAT</td>
<td>Pass the ISAT with a score of Proficient or Advanced in Reading, Math, Language Usage and Science.</td>
</tr>
<tr>
<td>Middle School</td>
<td>Must take pre-algebra before entering 9th grade.</td>
</tr>
</tbody>
</table>
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.
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 of individual for all certificated personnel evaluations, annually to the State Department of Education.

**Legal Reference:**

- I.C. § 33-514  
- 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
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:
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 administrating 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 instruction 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 onetime 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) & (c);

(b) to consider personnel discipline; to consider student discipline
(c) to discuss labor negotiations

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