AGENDA – Revised 7-23-18

Estimated Times

5:00 p.m.  I. Call to Order/Approval of the Agenda

5:00 p.m.  II. Pledge of Allegiance

5:00 p.m.  III. Unscheduled Delegations (Audience to Address the Board)

5:00 p.m.  IV. Consent Calendar Action
   A. Approval of Certified Employees
   B. Approval of Certified Release of Contract
   C. Approval of New Classified Employees
   D. Approval of Classified Resignations
   E. Approval of Extra-Curricular Employees
   F. Approval of Extra-Curricular Resignations
   G. Approval of University Agreement
   H. Approval of Student Teaching Request
   I. Approval of Administrative Contract – Added 7-23-18

5:00 p.m.  V. Recommendations for RFQ for Professional Architectural/Planning Services and CM/GC (Construction Manager/General Contractor) – Ryan Bowman (5 min)
   A. Action - RFQ for Professional Architectural/Planning Services and CM/GC

5:05 p.m.  VI. Grading Practices Discussion - Sara Praegitzer and Nate Anderson (55 min)

6:00 p.m.  VII. 2017-2018 Data Review - Teresa Jones/Bill Brulotte (30 min)

6:30 p.m.  VIII. Policies 2700 and 2701 and Procedure 2700P Discussion – Eva Craner (10 min)
   A. Action - Policies 2700 and 2701 and Procedure 2700P

6:40 p.m.  IX. 2015-2020 Strategic Plan Update - Eva Craner (30 min)

7:10 p.m.  X. Idaho Business for Education (IBE) Schoolhouse Strategy Update – Eva Craner (15 min)

7:25 p.m.  XI. 10 Year Plant Facilities Plan Update – Ryan Bowman (15 min)

7:40 p.m.  XII. ISBA Training Options Discussion – Trustees (5 min)

7:45 p.m.  XIII. Superintendent’s Goals and Objectives – Brady Dickinson (15 min)

8:00 p.m.  XIV. Adjournment
WORKING WITH YOUR SCHOOL BOARD

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

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

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

1. The first and most effective step is to take the concern to the staff member who is closest to the problem. (In many cases this will be the teacher, coach, etc.) We have found that most problems are resolved at this level.

2. If there is still a concern on the matter, we then recommend that the concern be brought to the attention of the Principal. We have found that unresolved concerns from item #1 are usually resolved satisfactorily by the building administrator.

3. If the concern is not satisfactorily resolved at that level, then the concern should be taken to the Director of Elementary Programs or Director of Secondary Programs.

4. If the concern is not satisfactorily resolved at that level, then the concern should be taken to the Superintendent of Schools. Difficult concerns can usually be resolved.

5. However, if the patron still feels the concern has not been properly resolved he/she may use the right of appeal to the Board of Trustees. This is done by calling or writing to the Superintendent and asking for the item to be placed on the agenda of the next regularly scheduled board meeting.

6. If you desire to address the board, we would like you to be as comfortable as possible. As a board we hold public meetings which are not public forums and therefore have rules which are necessary for the benefit of all. The following guidelines will assist you as you present your information to the board.

   A. Prepare your thoughts ahead of time. Usually a brief written outline handed to each board member helps the board follow your presentation. This outline would also give them something upon which to make notes as you speak.

   B. If a group is involved, select one individual to be your spokesperson. He/she can then guide the presentation with the board and help the board chairman in directing questions to the group.

   C. Plan your presentation to be as brief as possible. This should include a question/answer period. If more time is needed it is best to give a complete written presentation to the board for their future study. If you give more than five to six minutes of testimony, time restraints will make it difficult for the board to respond that same evening.

   D. Usually the board will direct the administration to help resolve the concerns and ask for a report back to the board at a later date. However, please remember a solution may take time to be resolved.

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

Thank you for coming. Please come again.

Your Board of Trustees
<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>School</th>
<th>Subject</th>
<th>Years of Exp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harmer</td>
<td>Brannon</td>
<td>Canyon Ridge High School</td>
<td>English</td>
<td>30</td>
</tr>
<tr>
<td>Blick</td>
<td>Julie</td>
<td>Oregon Trail Elementary School</td>
<td>3rd Grade</td>
<td>0</td>
</tr>
<tr>
<td>Nordquist</td>
<td>Sandra</td>
<td>Perrine Elementary School</td>
<td>3rd Grade</td>
<td>0</td>
</tr>
</tbody>
</table>
Date: July 25, 2018

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

From: Shannon Swafford, Human Resources Director

Re: Certified Release of Contract

The following certified employees have submitted resignation letters requesting to be released from their contracts:

- Lynn Rice, Counselor at Harrison Elementary School
- David Slotten, PE/Health Teacher at Canyon Ridge High School

The Human Resources Department recommends to the Superintendent and the Board of Trustees that these individuals be released from their contracts if a suitable replacement can be secured.
Date: July 19, 2018

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

From: Shannon Swafford, Human Resources Director

Re: New Classified Employees – 2018-2019

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 2018-2019 school year:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Randalyn Hauser</td>
<td>Attendance Secretary at Canyon Ridge High School</td>
</tr>
<tr>
<td>Peter Hillman</td>
<td>College and Career Advisor at Twin Falls High School</td>
</tr>
<tr>
<td>Jazmin Sedano</td>
<td>Secretary at Bickel Elementary School</td>
</tr>
<tr>
<td>Jules Isaacs</td>
<td>College and Career Advisor at Canyon Ridge High School</td>
</tr>
<tr>
<td>Carleen Thomas</td>
<td>Cashier at Oregon Trail Elementary School</td>
</tr>
<tr>
<td>Wendy Maughan</td>
<td>Cook at Rock Creek Elementary School</td>
</tr>
</tbody>
</table>

All are in the process of completing the necessary consent, I-9's, drug free workplace 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: July 25, 2018

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

From: Shannon Swafford, Human Resources Director

Re: Classified Resignations

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

- Libertad Kahin – Migrant Community Coordinator at Oregon Trail Elementary School
- Christy Wheeler – Paraeducator (Special Education) at Pillar Falls Elementary School
- Kristen Pryde – Paraeducator (Special Education) at Robert Stuart Middle School
- Lori Werle – Paraeducator (Special Education) at O'Leary Middle School
- Tracy Quinn – Paraeducator at Harrison Elementary School
- Janet Williams – Paraeducator at Perrine Elementary School
- Vesna Vrebac – Custodian at Oregon Trail Elementary School

The Human Resources Department recommends to the Superintendent and the Board of Trustees that we accept these resignations.
Date: July 25, 2018

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

From: Shannon Swafford, Human Resources Director

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 an employment letter be issued for the 2018-2019 school year.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cassandra Merkley</td>
<td>Assistant Volleyball Coach</td>
<td>Twin Falls High School</td>
</tr>
<tr>
<td>Rodrigo De La Cruz</td>
<td>Girls Soccer Coach</td>
<td>South Hills Middle School</td>
</tr>
<tr>
<td>Aly Sauer</td>
<td>Freshman Volleyball Coach</td>
<td>Canyon Ridge High School</td>
</tr>
<tr>
<td>Derek Miller</td>
<td>Boys Soccer Coach</td>
<td>Robert Stuart Middle School</td>
</tr>
</tbody>
</table>
Date: July 25, 2018

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

From: Shannon Swafford, Human Resources Director

Re: Extra-Curricular Resignations

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

- Nathan Staker – Head Wrestling Coach at O’Leary Middle School
- David Slotten – Assistant Football Coach at Canyon Ridge High School
- Jay Bryan – 8th Grade Football 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.
Date: July 19, 2018

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

From: Shannon Swafford, Human Resources Director

Re: District/University Agreement

The Human Resources Department recommends to the Superintendent and the Twin Falls School District Board of Trustees that the attached agreement between the Twin Falls School District and the University of Phoenix allowing placement of student teachers be approved.

If you have any questions or concerns, please do not hesitate to contact me.
Date: July 25, 2018

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

From: Shannon Swafford, Human Resources Director

Re: Student Teacher Request

The Human Resources Department recommends to the Superintendent and the Twin Falls School District Board of Trustees that the following university student be allowed to participate as Intern/Teacher within the Twin Falls School District. The proposed assignment is listed below.

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Subject</th>
<th>Cooperating Teacher</th>
<th>School</th>
<th>Dates</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bryce Frandsen</td>
<td>Health and/or History</td>
<td>To Be Determined</td>
<td>O'Leary or</td>
<td>8/2018-12/2018</td>
<td>University of Phoenix</td>
</tr>
</tbody>
</table>
July 18, 2018

Twin Falls School Board of Trustees:

A Request for Qualifications (RFQ) was advertised for Professional Architectural and Planning Services.

Four companies submitted RFQ’s, all out of Boise, Idaho: Pivot North Architecture, LCA Architects, Cole Architects, and Hummel Architects. We opened and reviewed the RFQ’s at 1:30 pm on July 17, 2018.

The committee is recommending that we accept the RFQ submitted by Hummel Architects.

Sincerely

[Signature]

Ryan Bowman
Director of Operations
July 18, 2018

Twin Falls School Board of Trustees:

A Request for Qualifications (RFQ) was advertised for Comprehensive construction management services for miscellaneous improvements to existing school facilities as Construction Manager/General Contractor (CM/GC) Services.

One company responded to the request: STARR Corporation out of Twin Falls, Idaho. We opened the RFQ at 1:30 pm on July 17, 2018.

The committee recommends that we accept the RFQ submitted by STARR Corporation.

Sincerely

[Signature]

Ryan Bowman
Director of Operations

cw
Plant Facilities Needs and RFQ Information

June 12, 2018 – RFQ – Architect

June 21, 2018 – RFQ – CM/GC

July 12 and 13, 2018 – RFQ responses due

July 17, 2018 – Score RFQs

July 25, 2018 – Recommendations to the Board

August – September – Begin working with Architect and CM/GC on 10-year Plant Facilities Plan (Calendar) – Immediate Goal

**With our recently passed Plant Facilities levy, we will be looking to work with an architect and CM/GC to plan, design, and carry out the work to provide the following services for the district:

Building entryways and Safety Upgrades
Entryways need to be addressed at all of our older buildings. We will create vestibules that will direct all visitors through our office areas before entering buildings within the district. This will help school staff to provide increased safety/security for all students and staff.

HVAC systems
HVAC needs to be addressed at several buildings within the district. We will be looking to replace all swamp coolers throughout the district and to update our heating systems to more efficient systems. We will use the hired architect to design cost effective systems that will address these needs. Buildings in need of upgrades include Bickel, Harrison, Lincoln, Morningside, O’Leary, Perrine, and Robert Stuart.

Roofing
We have several buildings that are in need of roof upgrades. Roper Auditorium and O’Leary are two of our facilities that will need upgrades in the near future.

Furniture
Adding two new elementary schools and a middle school, we have a need to provide our older schools with furniture that will provide opportunities for staff to meet the needs of our students and to provide moveable/adaptable spaces that are more conducive to learning.

Technology
With new plant facilities dollars, we are going to add more technology and put it in the hands of students. This technology will provide opportunities for students they have not previously had in the past. As we move forward, we see a need to move to a one-to-one environment for the students of the Twin Falls School District. Moving one-to-one will provide access to resources and other tools otherwise not available to our students.

The plant facilities levy will also provide the means to take care of other general maintenance needs such as custodial costs, asphalt projects, and other maintenance needs as they arise.
ISAT Highlights and Concerns
From principals

Bickel

Spring 2018 ISAT Successes:

1. Third grade ELA was above the state and district average.
2. In spring 2017, 47% of the fourth graders were proficient on the ELA ISAT; 53% of these students were proficient on the fifth grade ELA ISAT in spring 2018.
3. In spring 2017, 18% of fifth graders were proficient on the math ISAT; 29% of fifth graders were proficient on the fifth grade math ISAT in spring 2018.

Areas for improvement/targets:

1. All grade levels of math proficiency decreased.
2. None of the building goals were reached in math ISAT.
3. None of the building goals were reached in ELA ISAT.

Plan:

Math: In spite of fidelity to Bridges math, Bickel’s math scores were well below the goals. The plan is to incorporate the intervention piece this upcoming year to help increase scores.
ELA: The instructional coach will be focusing on professional development in the area of the writing ELA standards in all grade levels because in reviewing the data, this was the area of greatest weakness.

Harrison

Successes:

1. IRI Fall to Spring growth
2. ISAT scores
3. Staff persistence and dedication to kids

Areas to grow:

1. ISAT ELA
2. Writing
3. Staff experience (new teachers/less than five years, non gen ed teachers like resource, knowing ISAT expectations, ISAT interim assessments and blueprints)

Lincoln

Successes:

3rd grade co-teaching classroom had 50% proficient on ELA
5th grade ELA grew 4 points

The observations made by the teachers and the proctors were that the students were very prepared, diligent, used their tools, and showed an overall confidence in their testing.

Concerns:

• Writing is a concern
• In using the interim assessments, we need to be better at analyzing the data and targeting instruction in specific areas
• Teachers will review student scores and develop a plan to close the gap for each at-risk student
• 4th grade seems to be the grade where most of the cohorts take a drop in the scores. We need to investigate this more. I will take a look at individual teacher results. One teacher has been in 4th grade for 4 years, another teacher has been in 4th for two years, and the other classroom has had different teachers every year for the past few years.
**Morningside**

**IRI Successes**
- Third Grade: Fall 60% and Spring 87%. Our spring score was 15% over the district average.
- Second Grade: Fall 51% and Spring 79%. Our spring score was 9% over the district average.
- First Grade: Fall 49% and Spring 75%. Our spring score was 11% over the district average.
- Kindergarten: Spring 43% and Spring 87%. Our spring score was 5% over the district average.

**ISAT Success**
- Fifth Grade: ELA 60%, Math 42% and Science 66%. For ELA we had a 20% gain, math was a 16% gain and science was a 7% gain over 2016-17.
- Fourth Grade: ELA 50% and Math 53%. For ELA we dropped 5% but math was a 5% gain over 2016-17.
- Third Grade: ELA 60% and Math 56%. For ELA we had a 15% gain and math was a 1% gain over 2016-17.

**Concerns:**
- We will work hard on fourth grade math to meet or exceed state and local averages.

**Oregon Trail**

**Successes**
1. 5th grade cohort more proficient than they were in 3rd grade
2. Highest 3rd grade Math proficiency in several years.
3. 3rd grade improved in both math and ELA.

**Concerns**
1. 4th grade as a whole - dropped double digits from proficient to basic in ELA and Math.
2. 5th grade had a lower proficiency in math than the cohort had in 4th grade.
3. The only grade level with at least 50% proficiency was 5th grade. We need each grade level at 50%.
**Perrine**

**Successes**

1. For ELA claims, more than 50% of students scored **at/near** or **above** proficient for that claim.

<table>
<thead>
<tr>
<th>2018 ISAT ELA</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Reading</td>
<td>55%</td>
</tr>
<tr>
<td>Writing</td>
<td>53%</td>
</tr>
<tr>
<td>Listening</td>
<td>70%</td>
</tr>
<tr>
<td>Speaking</td>
<td>61%</td>
</tr>
</tbody>
</table>

2. For math claims, more than 50% of students scored **at/near** or **above** proficient for that claim for most claims.

<table>
<thead>
<tr>
<th>2018 ISAT Math</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Concepts</td>
<td>55%</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>64%</td>
</tr>
<tr>
<td>Communicating</td>
<td>73%</td>
</tr>
</tbody>
</table>

3. In grade 4 ELA, 33% (29 of 88) students grew more than twice the number of points needed to maintain status quo. For 45% (13/29) of these students their scores went from below the proficient cut score to above the proficient cut score; and for two students with scores that were at the low end of proficient in grade 3 to scores that were well into the advanced range in grade 4.

**Areas of focus for improvement**

1. Strengthening core instruction in grade 3 reading.
2. Strengthening core instruction in grade 5 math.
3. Refining intervention to better support those students who score near the proficient cut score.
**Pillar Falls**

**Successes:**
- 5th grade had the highest scores in the district in all 3 areas
- 3rd grade scores increased from last year in both ELA and Math
- 4th grade scores increased from last year in Math

Other improvements this year: Better use of interim test data for test prep
- Testing on Chromebooks- 3, 4, 5 at same time (5 testing days) We feel this reduced stress for the students/teachers.

**Areas to Improve:**
- Continued improvement in using Interim test data to prepare students
- Continued improvement in writing instruction to help increase ELA scores
- Increased grade level team collaboration for test prep. (Teachers helping teachers use data to find areas of weakness)

**Pillar Falls IRI data**

**Successes:**
- Kindergarten scores drastically improved over last year's spring scores
- Strong growth in K-3 from fall to spring

**Areas to Improve:**
- Continued work in intervention to target areas of need
- Vertical teaming to assess student needs
- Combined intervention time (2/3 and 4/5) to meet needs of student across grade levels.

**Rock Creek**

**Successes:**
- All ISAT's were above state and district average
- IRI scores were at or above district average

We began to successfully implement the PLC model to analyze data.

**Challenges:**
- Special Education scores not proficient, so we will implement a push in model to help them become successful.

- Large ELL population - have hired an ELL certified teacher and will look at a book study on SIOP strategies

- Lack of student motivation/perseverance - Analyzing the need for a homework club, looking at a book study, school culture, etc.
Sawtooth

Successes:

1. **3rd grade prep**....our third grade did a great job preparing the students. They have fine-tuned demonstrating test-taking skills/procedures whole group to the students and also having the students practice along with the teacher while demonstrating. They feel the students are much better prepared and have less anxiety when taking the interims and tests.

2. **4th and 5th grade did ISATs on chrome books**....the teachers initially felt apprehensive about testing on chrome books, but were pleased when we were done. The schedule is more flexible when testing on the chrome books and can be better tailored to the needs of the students.

3. **Sawtooth grade level scores above the state and TFSD percent proficient** – very pleased that our scores look nice with the rest of the district and the state! I think this is a combination of the preparation guidelines/pacing used by teachers and conveying to the students the seriousness of the preparation and tests. Even though the teachers felt the practice may have started too early in the year, it allowed the students to be prepared at a pace that did not cause anxiety because of “cramming” right before test time.

Next steps...

1. **Individual classroom preparation**: Even though our overall grade level scores are nice, we need to continue to concentrate on student test prep/training that directly reflects on the ISAT scores. Teachers need continued training to analyze test prep data and strategies, so they can directly apply to their preparation with students.

2. **Fine tune the ISAT schedule and use of chrome books**...now that we have tested using the chrome books, next year will be more comfortable for the teachers (and administrators). Perhaps third grade will decide to test on chrome books. We tried giving the tests with shorter/varying intervals in between and we think that was best for students. Scheduling support people during testing is tricky and we have a much better grasp on what is needed in the future. (The staff members who were used as support during the ISAT testing, now have a better understanding of the preparation involved from the classroom teachers and have a higher regard for ISAT testing.)

3. **Communication/support from admin and between teachers during test preparation and actual testing time**...Better communication needs to happen in the upcoming year so teachers can share strategies that have worked for their classroom. We have two new teachers completely new to the ISAT. They need support as well as the teachers who do not feel as comfortable with technology and the entire process.
Secondary ISAT Highlights and Concerns from Principals

**Bridge Academy**

**Spring 2018 ISAT Successes:**

Number of students showing ISAT growth from 2016/17-2017/18

<table>
<thead>
<tr>
<th></th>
<th>Math</th>
<th>ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th</td>
<td>11/23</td>
<td>14/23 60%</td>
</tr>
<tr>
<td>8th</td>
<td>10/31</td>
<td>17/31 55%</td>
</tr>
</tbody>
</table>

**Areas for improvement/targets:**
1. Increase the number of students that are proficient on the ELA and Math ISATs.

**ISAT Proficiency 2017/18**

<table>
<thead>
<tr>
<th></th>
<th>Math</th>
<th>ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th</td>
<td>0%</td>
<td>9%</td>
</tr>
<tr>
<td>8th</td>
<td>3%</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Vera C. O’Leary Middle School**

**Spring 2018 ISAT Successes:**

**ISAT Highlight:**
All grade levels and all subjects were above the state average. When comparing our students’ scores from last year, we had significant growth in proficiency in all but 6th grade math which in past years has had at least a 5 point dip.

**ELA Cohort Growth in Proficiency**

<table>
<thead>
<tr>
<th>Grade (2018)</th>
<th>Last year (2017*)</th>
<th>This year (2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6</td>
<td>51%</td>
<td>61%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>44%</td>
<td>50%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>61%</td>
<td>72%</td>
</tr>
</tbody>
</table>

**Math Cohort Growth in Proficiency**

<table>
<thead>
<tr>
<th>Grade (2018)</th>
<th>Last year (2017*)</th>
<th>This year (2018)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6</td>
<td>50%</td>
<td>49%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>36%</td>
<td>51%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>50%</td>
<td>54%</td>
</tr>
</tbody>
</table>

*Computer system going out may have had a negative impact on these students.*

*2017 scores are reported only for students that are currently enrolled at OMS.*
Areas for improvement/targets:

Focus for 2019 ISAT:

1. Using the I-Ready curriculum and diagnostic tests to increase proficiency in all grades, but especially our 6th-grade class.
2. Our Goal: Increase growth on ISAT scores by at least 25 points in at least 70% of our population. To prepare for this, we plan to use interim tests, utilize Write Tools, incorporate math into all classrooms, and help our Prime Time students create a goal for the ISAT test.

Robert Stuart Middle School

Spring 2018 ISAT Successes:

ISAT Highlight:
We were above the state average for the first time in 6th grade ELA and math. We significantly closed the 15 – 20 point dip that we generally see in from 5th grade to 6th grade, although we are still working on eliminating that altogether.

<table>
<thead>
<tr>
<th>ELA Cohort Growth in Proficiency</th>
<th>Math Cohort Growth in Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6 (2018)</td>
<td>Grade 6 (2018)</td>
</tr>
<tr>
<td>Last year (2017)</td>
<td>Last year (2017*)</td>
</tr>
<tr>
<td>This year (2018)</td>
<td>This year (2018)</td>
</tr>
<tr>
<td>59%</td>
<td>50%</td>
</tr>
<tr>
<td>56%</td>
<td>45%</td>
</tr>
</tbody>
</table>

Areas for improvement/targets:

1. Math teachers, especially in 8th grade, will work collaboratively to identify learning gaps in the curriculum and come up with a plan to fill those gaps using I-Ready and other resources.
2. School-wide, we will continue to implement Write Tools, with three writing prompts per year.
3. We will continue to implement The Leader in Me, empowering students to own their learning and to develop a voice in our school.
4. Our goal next year is for every grade to be above the state average in both ELA and math.

South Hills Middle School

The South Hills Middle School will work toward bringing school-wide advanced and proficiency rates to meet state averages by increasing the English language arts school-wide advanced and proficient rate from 36%* to 38% and Math school-wide advanced and proficient rate from 22.6%* to 24.6%.
Spring 2018 ISAT Successes:

ELA Advanced/Proficient: 39% - increase of 3%

Math Advanced/Proficient: 24.6% - increase of 2%

Science Advanced/Proficient: 25%

Areas for improvement/targets:

While SHMS did some great work and got the needle moving, we still have a ways to go before reaching the district goal of keeping pace with state proficiency averages.

Moving forward:

- Continuing to use the ISAT interim assessments. Using the knowledge gained from the assessments to make curriculum adjustments in the classroom.
- Continuing to build remediation supports for students who are below grade level in reading and math.

Magic Valley High School

Spring 2018 ISAT Successes:

We have seen some growth on the math ISAT, which we contribute to our daily ISAT math practice.

Areas for improvement/targets:

We feel that students are not putting forth their best effort when taking the ISAT. When looking at the reading Lexile of the group of students who tested, one-fourth of them were reading at the college and career level on Achieve 3000 scores. We believe if we can find a way to make the test important to students we will get a better reflection on their abilities.

- Form a Positive Test Committee to communicate to students why the ISAT is important
- Take Interim ISAT tests periodically throughout the year
- Survey students and ask them what strategies would get them to do their best when taking the ISAT
- Establish a culture where standardized tests are valued by students and staff as an important tool in measuring student progress and program success
- Celebrate progress
Canyon Ridge High School

Spring 2018 ISAT Successes:

- Our freshman students grew 17 percentage points in ELA compared to their results last year as a cohort and they scored above the state average. 59% proficient or above in ELA is the highest we have ever scored at Canyon Ridge High School.
- Our sophomore students grew one percentage point in ELA compared to their results last year as a cohort. They did perform better than last year’s sophomores by three percentage points.

Areas for improvement/targets:

- Our freshman students fell three percentage points in math compared to their results last year as a cohort. They scored one percentage point lower than last year’s freshman.
- Our sophomore students remained the same at 22% proficient or above compared to their results last year as a cohort. They scored one percentage point lower than last year’s sophomores. The sophomores earned the lowest percent in math for the last four years.
- We plan to continue to align instruction with the test. Continue to offer a freshman support math lab with two of our best teachers for students taking Algebra I and have low skills. Algebra I is the most failed class nationwide.

Twin Falls High School

Spring 2018 ISAT Successes:

- Growth in all areas, especially for the 10th graders.
- 9th and 10th grade Math ISATs were significantly above the state average.

Areas for improvement/targets:

- 9th graders had negative growth from their 8th-grade scores.
- Math proficiency levels are below 50%.
MEMORANDUM

To: Board of Trustees
    Twin Falls School District 411

From: Eva Craner, Director of Public Relations

Re: Policy Updates

Date: July 25, 2018

Second Reading:

Administration recommended changes:

2700 High School Graduation Requirements
2700P High School Graduation Requirements
2701 High School Graduation Requirement – Alternate Measures
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 2022, students must take the Idaho Standards Achievement Test (ISAT) during a student’s 10th grade year and receive a proficient score as defined by Idaho Standards Achievement Tests Achievement Level Descriptors.

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

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

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

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

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

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

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

(4) The alternative must be valid and reliable.

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

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

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

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

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

CREDIT CALCULATION

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

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

Policy History:
Adopted on: 12/08/08
Revised on: 07/13/09
11/09/09
01/10/11
08/11/14
08/10/15
09/12/16
PROCEDURE TITLE: High School Graduation Requirements
PROCEDURE NO: 2700P
Twin Falls H.S./Canyon Ridge H.S.

CORE REQUIREMENTS

English – (4 years) 9th, 10th, 11th, and 12th grades

- English 9/Honors English 9 2 credits
- English 10/Honors English 10 2 credits
- English 11/Advanced Placement English 11 2 credits
- English 12/Advanced Placement English 12 2 credits

Speech (9th) 1 credit

Mathematics

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

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

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

Science  *6 credits

*(4 credits shall be laboratory sciences)

Physical Education (one credit must be in 10th, 11th, or 12th) 2 credits

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

**Social Sciences**  – *(must include: US History 10 – 2 credits, US History 11 – 2 credits, Govt. – 2 credits)*  
Students must pass the U.S. Citizenship test beginning with the class of 2017. (See further explanation on page 6.)
History (9th), U.S. History (10th)
U.S. History/Advanced Placement U.S. History (11th)
Psychology, and Culture Class

**Marketing Economics/Macro Economics** (12th)  
**Health** (9th, 10th, 11th or 12th)  

*Humanities*  
(Two consecutive years of world language are encouraged)

*Electives –*  
Must include Business Computers – 2 credits and Touchstones 21** – 2 credits

**TOTAL CREDITS REQUIRED FOR GRADUATION:** 52 Credits

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


*Senior Project Required*
** Students transferring after the 9th grade may be exempt from Touchstones 21.
ALL REQUIREMENTS MUST BE MET BEFORE GRADUATION. Website: www.tfsd.org

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>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core of Instruction</td>
<td><strong>29 credits (minimum)</strong></td>
</tr>
<tr>
<td>Electives</td>
<td><strong>17 credits (minimum)</strong></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>46 credits (minimum)</strong></td>
</tr>
<tr>
<td>Language Arts</td>
<td><strong>9 credits</strong></td>
</tr>
<tr>
<td><em>(English – 8 credits and Speech – 1 credit)</em></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td><strong>6 credits</strong></td>
</tr>
<tr>
<td><em>(Including courses that meet Algebra I and Geometry standards; 2 credits must be taken in last year of high school.)</em></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td><strong>5 credits</strong></td>
</tr>
<tr>
<td><em>(US History, Economics and American Government)</em></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td><strong>2 credits</strong></td>
</tr>
<tr>
<td><em>(Interdisciplinary Humanities, Fine Arts or Foreign Language)</em></td>
<td></td>
</tr>
<tr>
<td>Health and PE</td>
<td><strong>1 credit of Health</strong></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><strong>Districts must offer at least one Advanced Opportunity such as:</strong></td>
</tr>
<tr>
<td></td>
<td>Dual Enrollment</td>
</tr>
<tr>
<td></td>
<td>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>
</tbody>
</table>
Middle School Must take pre-algebra before entering 9th grade.

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 2022, 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 2022, Students must take the Idaho Standards Achievement Test (ISAT) during a student’s 10th grade year and receive a proficient score as defined by Idaho Standards Achievement Tests Achievement Level Descriptors.

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

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

QUALIFICATIONS

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

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

CRITERIA FOR ALTERNATE MEASURES

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

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

FILING WITH THE STATE BOARD OF EDUCATION

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

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

See Also: 2701P
2017-18 Twin Falls School District Strategic Plan (CIP) Board Tasks Update

Higher Education Work and Life Ready

1. Both Twin Falls and Canyon Ridge high schools will increase their average SAT scores by 2.3% per year, with the ultimate goal of reaching an average score of 500 in each subject area by the 2017-18 school year.

January Status Update: Students are preparing to take the SAT in April. All juniors will take the SAT.

July Status Update:

| SAT Longitudinal Data by Sub-test Scores (CCR for EBRW = 460 & CCR for Math = 510 ) |
|-----------------------------------------------|-----------------------------------------------|
| Schools                                      | 2012                                        | 2013                                        | 2014                                        | 2015                                        | 2016                                        | 2017                                        | 2018                                        |
| Percent Tested –                             | Percent Tested –                             | Percent Tested –                             | Percent Tested –                             | Percent Tested - 77.2% CRHS & 81.4% TFHS   | Percent Tested - 81% CRHS & 77% TFHS        | Percent Tested - 80% CRHS & 80% TFHS        |
| 87% CRHS & 92% TFHS                         | 71% CRHS & 89% TFHS                         | 78% CRHS & 83% TFHS                         | 84% CRHS & 84% TFHS                         |                                              |                                              |                                              |
| Reading                                      | Math                                         | Writing                                      | Reading                                      | Math                                        | Writing                                      | Evidenced Based Reading and Writing          |
| TFHS                                         | 461                                          | 473                                          | 454                                          | 488                                          | 482                                          | 461                                          |
| CRHS                                         | 414                                          | 423                                          | 438                                          | 433                                          | 446                                          | 409                                          |
| Math                                         | 498                                          | 477                                          | 514                                          | 513                                          | 518                                          | 515                                          |

2. Both Twin Falls and Canyon Ridge high schools will increase the percent of students who are college ready to 60% by 2020, which mirrors the State Dept. of Education’s goal.

January Status Update: Students will take the SAT in April. In addition students had the opportunity to take the ACT at no cost in November. To address the number of students not going on to college due to financial barriers, teachers and counselors will be visiting with parents at 8th grade spring student-led conferences to discuss the many available options for advanced opportunities.

July Status Update:
<table>
<thead>
<tr>
<th>Schools</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>TFHS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>Math</td>
<td>Writing</td>
<td>Reading</td>
<td>Math</td>
<td>Writing</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>35%</td>
<td>38%</td>
<td>31%</td>
<td>40%</td>
<td>42%</td>
<td>38%</td>
<td>47%</td>
</tr>
<tr>
<td>CRHS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>Math</td>
<td>Writing</td>
<td>Reading</td>
<td>Math</td>
<td>Writing</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>23%</td>
<td>25%</td>
<td>18%</td>
<td>28%</td>
<td>24%</td>
<td>21%</td>
<td>28%</td>
</tr>
</tbody>
</table>

3. By the 2019-20 school year, both Twin Falls and Canyon Ridge high schools will increase their average PSAT scores to college and career ready levels by utilizing advisory classes to familiarize freshman students with the PSAT.

January Status Update: Sophomores took the PSAT in October. Results are expected by February.
### July Status Update:

<table>
<thead>
<tr>
<th>Average Score by Sub-test</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>TFHS</td>
<td>42</td>
<td>43</td>
<td>125</td>
<td>42.6</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>40.2</td>
<td>491</td>
<td>823</td>
</tr>
<tr>
<td>CRHS</td>
<td>39</td>
<td>38</td>
<td>41.3</td>
<td>435</td>
</tr>
<tr>
<td></td>
<td>38</td>
<td>38.3</td>
<td>426</td>
<td>435</td>
</tr>
<tr>
<td>College and Career Ready Scores</td>
<td>42</td>
<td>44</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>42</td>
<td>42</td>
<td>133</td>
<td>430</td>
</tr>
<tr>
<td></td>
<td>44</td>
<td>42</td>
<td>44</td>
<td>480</td>
</tr>
<tr>
<td></td>
<td>44</td>
<td>44</td>
<td>133</td>
<td>920</td>
</tr>
<tr>
<td></td>
<td>117</td>
<td>38.3</td>
<td>435</td>
<td>430</td>
</tr>
<tr>
<td></td>
<td>119.1</td>
<td>38.3</td>
<td>426</td>
<td>480</td>
</tr>
<tr>
<td></td>
<td>435</td>
<td>426</td>
<td>861</td>
<td>435</td>
</tr>
<tr>
<td></td>
<td>480</td>
<td>861</td>
<td>920</td>
<td>480</td>
</tr>
</tbody>
</table>

4. Elementary and Secondary programs directors will support programs and curriculum that integrate basic life and social skills development at all levels.

January Status Update: At the elementary level, programs such as “We Have Skills,” and “Safe, Smart Kids,” are being utilized for the second year in all schools. A program called SCUTA is now in place to help counselors track the time they spend throughout the day on various tasks. Lincoln, Harrison, Perrine, and Oregon Trail Elementary Schools are still participating with the Leader in Me Program.

At the secondary level, schools continue to utilize freshman transition classes and middle school essentials classes. These programs assist students with time management, study skills, collaboration and other life skills. The district has also implemented a class for 8th graders called career exploration where students have an opportunity to learn about their interests and gain life skills. All career and technical education students are required to learn the Workplace Readiness Skills. All students taking a CTE class during their senior year will take the Workplace Readiness Assessment.

**July Status Update:** Second Step Curriculum has been purchased for all elementary school counselors so that all schools can utilize this program for the 2018-19 school year. This curriculum focuses specifically on social and emotional learning. In addition elementary school counselors are being provided with training on suicide assessment and will receive a training from the Department of Health and Welfare’s Department of Children’s Mental Health at Summer Institute.
The TFSD has formed the Innovative Practices Committee to explore the integration of 21st century skills in our secondary schools. They are utilizing focus groups to evaluate what stakeholders in our community are looking for from recent high school graduates when it comes to soft skills and career skills.

5. **The Twin Falls School District will increase counseling efforts to address non-academic assistance for students.**

January Status Update: The implementation of college and career advisors has allowed more time for school counselors to focus on nonacademic needs. The college and career advisory have implemented a program where students receive more exposure to a variety of career options. Counselors at the secondary level, continue to work to have their programs certified under the American School Counselor Association model, which places a priority on non-academic advising.

**July Status Update:** As mentioned above, the TFSD is providing trainings at Summer Institute for elementary school counselors about suicide assessment and trainings from the Department of Health and Welfare’s Department of Children’s Mental Health.

Secondary school counselors spent significant time on suicide prevention training this year. In addition, TFHS piloted Mental Health Awareness Week as a partnership between counselors, administrators, and students. Further both TFHS assistance principals went to LGBT conference to learn how their school can be more inclusive of all students.

6. **The Twin Falls School District will strive to be above the State of Idaho averages for each grade level on both ELA and Math ISATs.**

January Status Update: The ISAT testing window opens in the spring. Schools are intentionally utilizing the interim assessment throughout the year, which the district believes will improve student achievement.

**July Status Update:**

<table>
<thead>
<tr>
<th></th>
<th>3rd grade</th>
<th>4th grade</th>
<th>5th grade</th>
<th>6th grade</th>
<th>7th grade</th>
<th>8th grade</th>
<th>9th grade</th>
<th>10th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ELA</td>
<td>Math</td>
<td>ELA</td>
<td>Math</td>
<td>ELA</td>
<td>Math</td>
<td>Science</td>
<td>ELA</td>
</tr>
<tr>
<td>State of Idaho</td>
<td>50</td>
<td>52</td>
<td>50</td>
<td>48</td>
<td>55</td>
<td>42</td>
<td>65</td>
<td>54</td>
</tr>
<tr>
<td>TFSD</td>
<td>48</td>
<td>50</td>
<td>48</td>
<td>49</td>
<td>56</td>
<td>45</td>
<td>63</td>
<td>54</td>
</tr>
</tbody>
</table>
The Twin Falls School District will strive to achieve state goals on the IRI so that at least 84% of students are proficient in the spring of their kindergarten year, 71% of students are proficient in the spring of their 1st grade year, 75% of students are proficient in the spring of their 2nd grade year, and 80% are proficient in the spring of their 3rd grade year.

January Status Update: Students will begin winter IRI testing in January. With the use of state-provided literacy funds teachers are providing more intervention time during the school day and the district hopes to see a positive impact on the spring IRI student outcomes.

July Status Update:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent Proficient</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>83%</td>
<td>84%</td>
</tr>
<tr>
<td>First</td>
<td>64%</td>
<td>71%</td>
</tr>
<tr>
<td>Second</td>
<td>70%</td>
<td>75%</td>
</tr>
<tr>
<td>Third</td>
<td>72%</td>
<td>80%</td>
</tr>
</tbody>
</table>

**Quality Education and Learning Opportunities**

1. The TFSD will promote dual credit options to increase the number of students getting a jump start on post-secondary education through the Advanced Opportunities program.

   January Status Update: At the end of the first semester, 673 students had taken 850 dual credit courses in the TFSD. Many of these courses were taken through CSI. School Counselors work with students before enrolling them in dual credit courses to make sure they are capable of the high level of the work required in dual credit courses and to determine which courses will be most beneficial to the student as they plan their transition to post-secondary education.

   July Status Update: Students took 1334 dual credit courses to receive 4232 credits during the 2017-18 school year.

2. The Twin Falls School District will work to align Career Technical Education programs so they create pathways towards certifications rather than clusters of classes without a certification.

   January Status Update: Work has begun to align Career Technical Education programs to create pathways towards certifications. TFHS has revived the accounting pathway and CRHS is working to develop an engineering pathway, which will launch in 2018-19.
July Status Update: THE TFSD has added several ARTEC programs that will go into effect during the 2018-19 school year. In order to add these programs existing programs were required to become pathways. Digital graphics, welding, EMT, accounting, and marketing programs at TFHS are all configured in pathways towards certification. At CRHS automated manufacturing, engineering, digital graphics and CNA programs all have pathways towards certifications. Overall the district added five new CTE pathways this year.

3. The Twin Falls School District Elementary and Secondary program directors will explore the possibility of a science curriculum adoption for grades K through 12.

January Status Update: At the elementary level, staff will wait until it becomes economically feasible to move forward with this task. Teachers have access to an online tool called Mystery Science as a supplement. At the secondary level, Dr. Erickson is working to develop a committee of science teachers who will begin to explore curriculum options that are in line with the new standards.

July Status Update: At the elementary level, Mystery Science has once again been purchased to assist teachers as a supplement to science curriculum for the 2018-19 school year.

At the secondary level science teachers continue to explore curriculum options. Sixth-grade teachers are piloting a potential programs.

4. Leadership premiums will be used to increase the availability of after-school and academic help programs, provided the leadership premiums committees support this priority.

January Status Update: For the 2017-18 school year, the TFSD #411 has $168,428 allocated for positions at the elementary level and $170,588 allocated for positions at the secondary level. These amounts include after school tutors, robotics clubs, professional development, grade level and department representatives and leaders, Milepost leaders, school webmasters, teachers who train other teachers on district initiatives and many more.

July Status Update: For the 2017-18 school year $139,111 has been spent on 90 different teacher stipends at the elementary school level and $210,601.95 has been spent for 143 different teacher stipends at the secondary school level.

5. Literacy money from the state will be utilized to hire staff who will provide additional interventions for students during the school day. The Twin Falls School District will also continue to provide extended day opportunities for students to participate in interventions at the K-3 level. In addition, the Twin Falls School District will continue to purchase IStation as an intervention resource.

January Status Update: The TFSD hired four half-time kindergarten teachers and seven paraeducators to help provide reading interventions during the schools day. Schools have designed extended time programs to best serve their populations. All elementary schools utilize Istation as an intervention resource.
July Status Update: Same as above.

Quality Personnel
1. The Twin Falls School District will continue to utilize the classified compensation committee to evaluate the effectiveness of the recent change to the classified salary schedule and recommend future changes as needed.
   January Status Update: The Human Resources Department is working on reconfiguring the Classified Compensation Committee. They want to ensure that all types of classified staff members are represented. They plan to bring the group together in the spring to gather data and discuss possibilities. Any plans for the classified salary schedule would be contingent on funding from the state.

July Status Update: The TFSD Human Resources Department has started to recruit new Classified Compensation Committee members. They plan to assemble a committee after school starts and have a first meeting in early fall, between September and October.

2. The Human Resources Department will continue a teacher recruitment plan that reaches out to area universities and colleges and utilizes the exemplary staff members already in our district. This plan will be broadened to involve a greater number of universities and develop more partnerships.
   January Status Update: The Human Resources Department and the Director of Public Relations will be working with ISU in the spring to once again provide tours of TFSD schools to education students prior to their selection of a school for student teaching. These tours highlight expert teachers already in the district and showcase the benefit of choosing the TFSD as an employer.

July Status Update: Due to conflicts with ISU’s scheduled classes and the TFSD Spring Break it was not possible to complete a school tour this spring. However, communications have happened and dates are being selected for next year when the TFSD hopes to develop a system for providing these tours in the fall and in the spring. In the interim, the TFSD HR department has worked with College of Southern Idaho to hire three teachers in training through their new alternate authorization certification program.

3. The Human Resources Department will work with Instructional Coaches to provide specialized training for teachers working on alternate route certifications.
   January Status Update: Instructional Coaches have provided a training session for teachers working on alternative route certifications this fall. These trainings include lessons on the importance of establishing expectations and boundaries as a basis of managing a classroom, responding to student misbehavior effectively, developing their teaching tool belts with engaging and student centered instructional strategies, professionalism in teaching, and Charlotte Danielson domains. In addition, a state ABCTE representative attended the session to go over the certification process, answer questions, and make contact with the teachers. The Instructional Coaches are planning another training session in the spring.
July Status Update: Instructional Coaches continued their training schedule in the spring. They held after school meetings to review expectations for ABCTE teachers. They developed timelines that detailed the work that needs to be completed by these teachers over the summer to complete the ABCTE process.

4. Twin Falls School District Instructional Coaches will continue to implement coursework for first, second, and third-year teachers to bring them up to speed with district best practices and procedures. Training for classified staff will be offered to educate them on best pedagogical practices and invest in those staff members.

January Status Update: Instructional Coaches are completing training with first, second, and third-year teachers. These trainings include four full-day, quarterly training sessions for first year teachers covering subjects like classroom management skills, best practices, and engaging instructional strategies. Second-year teachers have two training days, one in each semester that cover similar subjects but go more in depth. Instructional Coaches also survey and provide trainings on topics with which the teachers indicate they need additional assistance. Third-year teachers receive in building trainings from the instructional coaches.

Each instructional coach is working with classified staff to address training needs specific to their school’s needs. The instructional coaches also held paraeducator trainings at both elementary and secondary levels this fall. At the secondary level, they addressed para responsibilities in the classroom, building student independence through the gradual release of responsibility, a para’s role in supporting the teacher through clear communication, and fostering a growth mindset to help struggling students get unstuck.

July Status Update: Same as above.

School Community Public Relations

1. The Twin Falls School District will continue to make improvements on the district website and will integrate improvements on all school websites to make the sites more user friendly for all users.

January Status Update: Plugins on the district website have been updated. Improvements, including social media integration, calendar improvements, and other requests made by school web-managers are being tested and will go live early in the spring.

July Status Update: The TFSD is working with the website developers to focus on issues that impede accessibility for all users.

2. The Director of Public Relations will work to educate staff about social media policies and guidelines.

January Status Update: An informational session was provided for new teachers during New Teacher Orientation discussing social media. Teachers pursuing an alternate certification were also offered a class on social media etiquette during their first-year training from instructional coaches. In addition, all new guest teachers are being provided with Social Media Guidelines at their training.
**July Status Update:** The Director of Public Relations has provided social media training for coaches at their annual coaches clinic. In addition all newly hired employees are provided with the TFSD Guidelines for Social Media Use.

3. **The Twin Falls School District will partner with the Chamber of Commerce to provide area legislators with a tour of our school district.**
   January Status Update: Nov. 29 the TFSD hosted the annual Legislative Tour. The attendees visited Twin Falls High School and Harrison Elementary School. At TFHS, attendees were treated to breakfast by the culinary arts department, witnessed a welding class, and took part in a hands on training in the EMT class. At Harrison Elementary School, attendees were given tours of the school by student-leaders and took part in a panel where students from the elementary and secondary level were available to answer questions about their experience in the TFSD.

**July Status Update:** Same as above.

**School Environment and Facilities**
1. **The Twin Falls School District will continue with the updates to access controls by cycling through buildings as funding allows.**
   January Status Update: The access control project will continue provided funding is available through the Plant Facilities Levy.

   **July Status Update:** Director of Operations, Ryan Bowman, will be presenting to the school board on July 25 regarding the work being done to secure an architect and construction manager to tackle this project. With the help of these professionals the district will develop a long range plan to complete this project.

2. **The Twin Falls School District will continue to strengthen the partnership with its bus service provider to ensure continuous improvement of services.**
   January Status Update: The TFSD is in the process of putting out a Request for Proposal for bussing services. Director of Operations, Ryan Bowman has worked with area school districts to align the requirements for service. Bids from interested companies should be submitted by February.

   **July Status Update:** Through the Request for Proposal Process the TFSD has hired Mid-Columbia Bus for the coming year. The district will continue to work closely with the company to assist with communication to parents about bus services and the bus company will continue work to make routes effective and improve their processes.

3. **The Twin Falls School District will work in partnership with the City of Twin Falls to maintain school resource officers throughout the district and to continue with the update of the Emergency Operations Plan.**
January Status Update: As prescribed with the update of the Emergency Operations Plan, the district-wide employee badging system has been established and provides a quick and easy way for staff members to be identified. Each school has access to a school resource officer who provides assistance to administrators and education for students.

July Status Update: In addition to the work being done in conjunction with the TFPD, the TFSD is exploring the possibility of hiring unarmed security personnel for every building. The district has also taken steps to implement an online emergency management system, which will allow the district to better manage emergency drills and assists with the procedure for reuniting students with parents in the event of an emergency. Further the district is implementing a new system that will allow volunteer management to be done electronically and will assist with background checks.

4. The Twin Falls School District Board of Trustees will monitor ongoing maintenance projects through regular reporting. This process will allow the board to monitor and maintain that they are completed on or under budget and on time.

January Status Update: Director of Operations, Ryan Bowman, gave a presentation to the school board at the December board meeting discussing facilities needs within the district. These needs include roofing projects, updates to HVAC systems, and improvements to buildings that currently lack entrance controls. This spring, the district will be identifying projects that are the most pressing, which will be completed over the summer.

July Status Update: The replacement of the Bickel Elementary School roof is underway. At the July 25 board meeting Director of Operations, Ryan Bowman will be presenting the timeline for securing and architect and construction manager to develop a long range facilities plan which will address many parity issues throughout the district.

Stewardship of Resources
1. The Budget Advisory Committee will continue to meet as needed to provide recommendations for the need and timing for future levies. The committee will stay current on legislative decisions regarding education funding.

January Status Update: The TFSD Budget Advisory Committee met three times this fall to evaluate the district’s financial situation. They heard presentations from Eric Heringer, Managing Director at Piper Jaffray, who assists with school district financial planning, and Ryan Bowman, Director of Operations, who discussed facilities needs in the district. The committee recommended the district pursue a renewal of the plant facilities levy at $4.75 million per year, which would lower the combined bond and plant tax rate to 2.99 percent. This ballot measure will go before the voters March 13, 2018.

July Status Update: The plant facilities levy was approved by a 70.9 percent majority in the March 13 election increasing the amount collected by the district to $4.75 million per year. This increase in funds actually lowers the tax rate paid by community members and allows the district to more aggressively address building and maintenance needs.
Plant Facilities Needs and RFQ Information

June 12, 2018 – RFQ – Architect
June 21, 2018 – RFQ – CM/GC
July 12 and 13, 2018 – RFQ responses due
July 17, 2018 – Score RFQs
July 25, 2018 – Recommendations to the Board
August – September – Begin working with Architect and CM/GC on 10-year Plant Facilities Plan (Calendar) – Immediate Goal

**With our recently passed Plant Facilities levy, we will be looking to work with an architect and CM/GC to plan, design, and carry out the work to provide the following services for the district:

**Building entryways and Safety Upgrades**
Entryways need to be addressed at all of our older buildings. We will create vestibules that will direct all visitors through our office areas before entering buildings within the district. This will help school staff to provide increased safety/security for all students and staff.

**HVAC systems**
HVAC needs to be addressed at several buildings within the district. We will be looking to replace all swamp coolers throughout the district and to update our heating systems to more efficient systems. We will use the hired architect to design cost effective systems that will address these needs. Buildings in need of upgrades include Bickel, Harrison, Lincoln, Morningside, O'Leary, Perrine, and Robert Stuart.

**Roofing**
We have several buildings that are in need of roof upgrades. Roper Auditorium and O'Leary are two of our facilities that will need upgrades in the near future.

**Furniture**
Adding two new elementary schools and a middle school, we have a need to provide our older schools with furniture that will provide opportunities for staff to meet the needs of our students and to provide moveable/adaptable spaces that are more conducive to learning.

**Technology**
With new plant facilities dollars, we are going to add more technology and put it in the hands of students. This technology will provide opportunities for students they have not previously had in the past. As we move forward, we see a need to move to a one-to-one environment for the students of the Twin Falls School District. Moving one-to-one will provide access to resources and other tools otherwise not available to our students.

The plant facilities levy will also provide the means to take care of other general maintenance needs such as custodial costs, asphalt projects, and other maintenance needs as they arise.
RE: Idaho School Boards Association (ISBA) Membership

Greetings:

On behalf of the ISBA Executive Board, Officers, staff, and myself, I want to take this opportunity to thank you for your continued membership in ISBA. It is through your membership that ISBA is able to be the voice of school board members throughout the State of Idaho. As a member organization, we provide you with a myriad of services to assist you in the education of all of Idaho’s children.

We would like to take this opportunity to review some of our 2017-2018 accomplishments. We appreciate the support that we have received from you this past year. Without your membership dues, we wouldn’t be able to offer the variety of services we provide. Below are just a few of the highlights of this year.

**ISBA’S ADVOCACY EFFORTS THIS PAST YEAR**

- Defeated HB590 which was a stepping stone to private school vouchers
- Played offense on legislation that defined “Educate vs. Advocate” that met the needs of School Districts
- Defeated legislation which would have limited school district’s ability to run a bond or levy more than one time per year
- Aided in the passage of the Jason Flatt Act – an inclusive suicide prevention awareness campaign
- Successfully defeated moving trustee elections to a partisan election cycle
- Aided in the passage of HB647 which clarifies language for negotiation purposes for Boards
- Aided in passage of HB580 which lifted the sunset clause on hiring spouses of Board Members

As you can see we’ve been very successful with our advocacy efforts. If you have a legislative issue that would be beneficial to public schools, please submit your resolution to us by July 31st.

**OUR CONTINUED PROFESSIONAL DEVELOPMENT EFFORTS**

As you all know, a good Board is a well-trained Board – one that believes in Board professional development. During the 2017 legislative session, the Legislature increased the appropriation to $6,600 per school district and charter school to be used specifically for board, superintendent, and charter school administrator professional development. In order to provide you with a variety of
choices in regards to professional development, we have included a flyer with this mailing that outlines some of the many topics from which you can choose. ISBA’s Professional Development Department will be contacting you soon to schedule a workshop with your district or charter. Any professional development you do with ISBA is completely reimbursable. That means your district or charter can receive up to $6,600 worth of professional development at no cost to your district. In addition, new this year: If you book a professional development workshop with ISBA, your district or charter can receive a free year’s subscription to our Policy Update Service or you can receive an entire Job Description Manual.

OUR SUPERINTENDENT SEARCH SERVICES
We assisted several school districts this past year with their superintendent searches. We can also assist your district or charter if you are looking to hire a new administrator. We have a myriad of services from simply advertising, to providing services throughout the entire search process including application and credential research, conducting reference checks, assisting with a community/candidate forum, assisting with the interview process, and much more. If your superintendent or administrator will be leaving at the end of the year, we encourage you to contact us soon. Searches should begin in earnest by the end of the calendar year. While we would love to help all of you, the small size of our office only allows us to do a few of these each year so please call us soon. Additionally, a portion of the fee may be reimbursable with the State training dollars saving your district or charter money.

POLICY SERVICES – UPDATES AND REWRITES
If you are not taking advantage of our Policy Update Service, we encourage you to do so. We provide the best service at the lowest price of any of our competitors. We provide four updates that include updates to recent law or rule changes as well as any federal changes that have occurred. In addition, if your Policy Manual has not had a thorough review or update in several years, we would encourage you to consider a full rewrite or review. It is becoming increasingly important that your Policy Manuals are up-to-date and accurate. Remember, we’re including the update service at NO COST to you if you sign up for a professional development service!

Thank you again for your membership. As always, if you have any questions or ever need any assistance, please contact us. We are here to assist you.
**BOARD PROFESSIONAL DEVELOPMENT***

**ISBA PACKAGES**

**Funding & Finance**
- Get a better understanding of how funding works
- Learn how to allocate resources to provide students with the best education possible
- Look at the different funding options for projects
- The “how to” of bonds and levies

**Effective Communications**
- Increase communication between board members and the community
- Raise the profile of the school in the community
- Increase parental participation, public input, and community involvement

**Set Clear Goals & Accomplish Them**
- Promote a common vision for everyone in school
- Maintain a clear focus and direction
- Move forward with education goals, instead of just routine tasks like paying bills
- Track your strategic plan goals by really looking at testing and data
- Use data to assess student outcomes and improve them

**Unity & Trust**
- Improve communication between the superintendent or administrator and the board
- Build community’s trust and respect
- Increase board involvement
- Unite your district or charter to benefit student achievement

**Team Builder**
- Build a strong team between your school board and superintendent or administrator
- Complete a superintendent or administrator evaluation that allows the district or charter to achieve their goals and allows room for growth
- Improve the quality of work with your superintendent or administrator

*FREE year of policy update service or complete job description manual with any professional development workshop.

CALL NOW to take advantage of these packages, or if you don’t see what you are looking for, we offer customizable packages. Contact Krissy or David for more information at (208) 854-1476 or email at krissy@idsba.org or david@idsba.org.

These reimbursable professional development workshops have been designed to help you make the best use of the $6,600 appropriated by the Idaho State Legislature for board, superintendent, and charter school administrator professional development.
Professional Development Modules

Meet The ISBA Standards With Professional Development

Our board development program is based on the Idaho School Boards Standards. These standards provide a foundation for the critical discussions and ensuing decisions that must be made to ensure student success. Below are some of the available ISBA Standards based modules.

Standard 1: Effective Governance
- Transparency & Open Meeting Law
- School Finance
- Parliamentary Procedure
- Roles and Responsibilities
- Governance
- Conflict Management
- Setting Policy
- Effective Board Meetings
- Board Superintendent Team Formation
- Financial Emergency: the Process
- Selecting a board Chair
- Teamwork

Standard 2: Continuous Improvement
- ISEE
- The WISE tool
- Best Practices for Board Chair, Board Clerk, Treasurer
- Using Data to Improve Outcomes
- Setting Board Goals
- 8 Characteristics of Great Boards
- Leadership Development
- ESEA Reauthorization—and the Waiver
- Conditions for Success

Standard 3: Advocacy
- Legislative Information
- ISBA’s Platform
- How to talk to your Legislator
- Importance of Civic relationships
- Candidate interest Forums

Standard 4: Accountability
- Strategic Planning
- Evaluating Outcomes
- Servant Leadership
- Goal Setting
- Ethics and the Trustee
- The Danielson Model: How to Understand Teacher Evaluations in Light of the Board’s Role
- Common Core
- What Does it Mean to Be a School Board Trustee
- Interest Based Bargaining

Standard 5: Community Engagement
- Importance of Civic Relationships
- Handling Patron Input
- Student Voices on Board
- Bullying
- Social Media and Its Role in Education
- Committee Structure and Its Use in Governance
- Trust and the School Climate
- Using the IEN in Meetings and Learning
- Successfully passing a Bond or Levy
- Dealing with the Media
- Dealing with Angry Patrons
- Student Leadership

Standard 6: Board Operations And Training

This standard is a recent addition. The trainings for this standard are currently being developed.
Goal: Be the district of choice for parents, students, and employees through the offering of top notch programs in a fiscally responsible, modern, and effective educational program.

**Objective: Expand opportunities for students.**
- Continue expanding CTE programs while promoting a technical center. Increase enrollment in CTE programs at the high schools, and opportunities for TFSD Students at all levels.
- Maximize advanced opportunities funding as demonstrated by student utilization.
- Research and determine feasibility of implementing elementary schools of innovation. Determine cost, locations, timeline for implementation, and if schools of innovation are feasible. A report will be made to the board on or before July 2019.

**Objective: Improved student achievement**
- Demonstrate continuous improvement on academic indicators. Increase the number of grade levels at or above the state average.
- Effectively implement the new IRI (Istation) as demonstrated by successful student participation, looking to ensure grades K-3 are at or above the state average.
- Promote innovative practices throughout the district. This includes, but is not limited to, mastery learning, project based, blended learning, 21st century skills, etc. A report will be made to the Board on or before July 2019 demonstrating progress in this area.

**Objective: Fiscally responsible**
- Maintain a budget that supports the mission of the district. Increase carryover by 5-10% ($100,000-$200,000).

**Objective: School Connection**
- Be visible throughout the district. Attend 3 school events at each school during the year, and attend a school faculty meeting once a week.
- Continue sending Highlights of the Week each Friday.
- Continue sending Board Update each week.

**Objectives: Modern facilities**
- Work with Director of Operations to design a 10-year long range plan for facilities. Topics to include security, HVAC, furniture, and technology.

**Objective: Effective use of shared leadership**
- Meet with each director and principal in the fall to collaboratively set goals for the year. Evaluate progress at the end of the school year.
- Meet with each Board member individually during the 2018-2019 school year to ensure open communication regarding the work in the district.

**Objective: Quality personnel**
- Hire and retain the qualified staff for certified and classified positions. A report will be made to the Board on or before July 2019 demonstrating progress in this area.