

**TWIN FALLS SCHOOL DISTRICT NO. 411
SCHOOL BOARD MEETING
HELD AT:
CANYON RIDGE HIGH SCHOOL, ROOM #301
TWIN FALLS, IDAHO 83301**

**July 17, 2019
5:00 P.M.**

AGENDA

- 5:00 p.m. I. Tour of Residential Construction Program Facility (621 Washington Street South)**
- 5:45 p.m. II. Call to Order/Approval of the Agenda**
- III. Pledge of Allegiance**
- IV. Unscheduled Delegations (Audience to Address the Board)**
- V. Consent Calendar Action**
- A. Approval of Certified Employees**
 - B. Approval of Certified Retirement**
 - C. Approval of Classified Resignations**
 - D. Approval of Extra-Curricular Resignations**
- VI. 2018-2019 Data Review - Teresa Jones/L.T. Erickson/Bill Brulotte (30 min)**
- VII. 10 Year Plant Facilities Plan Update – Ryan Bowman (20 min)**
- A. District Building Projects Update – Ryan Bowman**
- VIII. Use of Security Aides Update – Ryan Bowman (10 min)**
- IX. New ALICE Program Review – Ryan Bowman (10 min)**
- X. High School Science Curriculum Consideration – L.T. Erickson (5 min) - Action**
- XI. Budget Update – Bob Seaman (10 min)**
- XII. Board Committee(s) Review – Brady Dickinson (5 min)**
- XIII. Superintendent’s Goals and Objectives – Brady Dickinson (15 min)**
- XIV. Proposed 2019 ISBA Resolution(s) - Support Consideration - Action**
- XV. New Trustee Selection Process – Chairman Jansen (10 min)**
- XVI. 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

Residential Construction

Write a description for your map.

Legend

Feature 1

South
Washington

Park here

NEW CERTIFIED EMPLOYEE 2019-2020

[illegible]



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

P 208.733.6900
F 208.733.6987
www.tfsd.org

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

Date: July 11, 2019

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

From: Sonia DeLeon, Human Resources Manager

Re: Certified Retirement – 2019-2020

The following certified employee has submitted his retirement letter resigning his position for the 2019-2020 school year:

- Allyn Reynolds – Health Teacher at Twin Falls High School

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



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Date: July 11, 2019

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

From: Sonia DeLeon, Human Resources Manager

Re: Classified Resignations

The following classified employees have submitted their resignation letter resigning their position for the 2019-2020 school year:

Garrett Zirker	Para educator – ERC	Robert Stuart Middle School
Nicole Rogers	Para educator – SPED	Perrine Elementary School
Sarah Buechele	Para educator – SPED	Morningside Elementary School

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



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Date: July 11, 2019

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

From: Sonia DeLeon, Human Resources Manager

Re: Extra-Curricular Resignations for 2019-2020

The following employees have submitted their resignation letter resigning their position for the 2019-2020 school year:

Jenny Schenk	Cross Country Coach	O'Leary Middle School
Brianna Vermilyea	Assistant Volleyball Coach	Canyon Ridge High School
Greg Gutierrez	Soccer Coach (Boys)	O'Leary Middle School
Cambria Sorenson	Cheer Coach	O'Leary Middle School
Allyn Reynolds	Head Football Varsity Coach	Twin Falls High School
Allyn Reynolds	Athletic Trainer	Twin Falls High School

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

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

William Brulotte
Associate Superintendent

TFSD - CAPITAL IMPROVEMENT PLAN

Elementary Schools

		COMPLETED	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
BICKEL												
	Vestibule		●									
	HVAC					●						
	FF&E											
HARRISON												
	Vestibule		●									
	HVAC					●						
	FF&E											
I.B. PERRINE												
	Vestibule		●									
	HVAC						●					
	FF&E											
LINCOLN												
	Vestibule		●									
	HVAC				●							
	FF&E					●						
MORNINGSIDE												
	Vestibule		●									
	HVAC						●					
	FF&E											
OREGON TRAIL												
	Vestibule		●									
	HVAC				●							
	FF&E											
SAWTOOTH												
	Vestibule	●										
	HVAC	●										
	FF&E						●					

Middle Schools

[illegible]

High Schools

[illegible]

2019 Summer Projects Prioritized



School	Work		Completed
	Type	Task Request	Y/N
	Facilities		
	Maintenance		
Magic Valley high school	Facilities	Install Cameras in culinary arts, Math classrooms, C building and counselor's office.	
Lincoln	Maintenance	Fire escape door and Gym doesn't seal	Done
Lincoln	Facilities	Remove trees and courtyard.	
Lincoln	Facilities	Re-carpet rooms, K4,15,19,20,22,23,24,	
Bridge Academy	Maintenance	Replace molding trim around unit 3.	Done
Bridge Academy	Maintenance	Add rocks around cafeteria area.	Done
TFHS	Facilities	D Hall restroom girls. Replace all sinks and toilets install new flush valves	
TFHS	Facilities	D Hall restroom girls. Replace all restroom stalls and add to handicap areas.	
TFHS	Facilities	Remodel boys shower room.	Done
TFHS	Facilities	Fertilizer for sports fields.	
TFHS	Facilities	C Hall upgrade lighting seven new fixtures	
TFHS	Maintenance	Replace ceramic tile on baseboard in restroom single use restroom.	Done
TFHS	Maintenance	Replace missing ceramic tiles in hallway	Done
TFHS	Facilities	Install new carpet and B 9.	
TFHS	Facilities	Install greenhouse/cement gas and elec.	
TFHS	Facilities	Library replace carpet @ Career room.	
Oregon Trial	Facilities	New heater @ AC Unit in GYM	
Oregon Trial	Facilities	Need to replace stalls in boys restroom 100 wing.	
Oregon Trial	Facilities	Library risers need re-carpeted	
Oregon Trial	Maintenance	Replace for refrigerated drinking fountains	Done
Harrison	Facilities	Re-carpet rooms,17,18,22,20,21,25,	
Harrison	Maintenance	Install new concrete pad for csi table 10'x8'x5"	
Sawtooth	Facilities	Finish roof special services area middle upper. (Quote #1)	

Notified
Need contract

Sawtooth	Facilities	Finish roof 5 grade area lower.(Quote #2)	
Sawtooth	Facilities	Finish roof 4 grade area lower.(Quote #3)	
Sawtooth	Facilities	Finish roof Kindergartner upper area (Quote #4)	
Sawtooth	Facilities	Finish roof Kindergartner lower area (Quote #5)	
Sawtooth	Maintenance	Build recovery room.	Done
Sawtooth	Facilities	Re-carpet rooms 21, 22, 23, 24,	
Sawtooth	Maintenance	Install 17 foot of cupboards and countertop with new sink	Done
Robert Stuart	Facilities	Drama stage needs house curtains	
Robert Stuart	Facilities	Install cameras in Gym/bleach area.	
Robert Stuart	Facilities	Install 4 new commercial water heaters. And demo old boiler water heater and	
Robert Stuart	Facilities	Replace 6 cafeteria tables.	
Robert Stuart	Facilities	Remove vinyl and Paint cafeteria	
Robert Stuart	Facilities	Install new carpet in room 308	
Robert Stuart	Facilities	Move trophy case 100 to Gym area.	
Robert Stuart	Facilities	Replace running track. Also D/O	
Robert Stuart	Facilities	Crack fill around running crack.	
Robert Stuart	Facilities	20 new whiteboards to replace old shower boards.	
South Hills	Facilities	Install new lighting under counters teen living.	
South Hills	Facilities	4 cameras in Main gym, 2 cameras in Practice Gym and 1 camera in weight	
South Hills	Facilities	Install a 6 foot fence chain-link on nouth side of building between mechanical room and stem room.	
South Hills	Facilities	Install a 6 foot fence chain-link on north side of building between basketball court and driveway.	
South Hills	Facilities	Crack seal around running track.	
South Hills	Facilities	Running track seal coat.	
South Hills	Facilities	Boys and girls locker rooms need tops of lockers trim replaced-safety hazard.	
Morningside	Facilities	Re-carpet rooms 1 – 4 – 8 – 14 – 17 – 20	
CRHS	Maintenance	Crack Fill/Seal Coat East Parking Lots	
CRHS	Facilities	Fertilizer for the front and sides of facility.	
CRHS	Facilities	Fertilizer for sports fields.	

CRHS	Facilities	6' foot chain-link fence from tennis court to Washington Street.	Done
CRHS	Facilities	Sand main gym. repaint & refinish	
CRHS	Facilities	New soccer bleachers	
O'Leary	Facilities	Finish climate tech controls in classrooms.	
O'Leary	Facilities	Replace 2 lunch room tables	
O'Leary	Facilities	New carpet in rooms A-25, A-49, A51,	
Bickel	Facilities	Upgrade all 4 restrooms old plumbing casts	
Bickel	Facilities	Replace carpet in rooms 21.	
Bickel	Facilities	Replace concrete back entrance	
Bickel	Facilities	Girls Restroom 1st floor - upgrade new toilet fixtures and stalls/auto flush valves	
Bickel	Facilities	Boys Restroom 1st floor - upgrade new toilet & urinal fixtures and stalls/auto flush valves	
District Office	Facilities	Install new carpet in Betty's office.	
District Office	Facilities	Crack fill around back area.	
District Office	Facilities	New asphalt front and back parking	
Support Services	Facilities	Install new carpet in hallway and conference room .	
Perrine	Maintenance	Roof leak girls restroom (warranty issue)	Done
Perrine	Maintenance	Remove platform from playground equipment.	Done
Perrine	Facilities	Carpet Office Area	
Perrine	Facilities	Carpet rooms 1- 9 -23	
Perrine	Maintenance	Replacement drinking fountains. 17, 18, 19, 24,	Done
Perrine	Maintenance	Replace window weatherstripping	Done
Rock Creek	Facilities	Window tint on South rooms.	

Asbestos Abatement - TFHS Library
Paging System - Lincoln
Paging System - Morningside
Paging System - Harrison
TFHS Tennis Courts

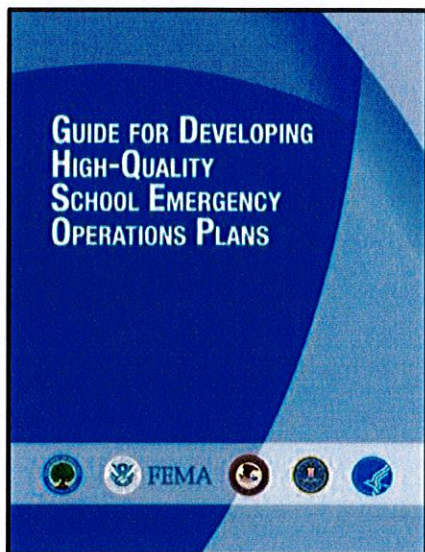


Active Shooter Recommendations

U.S. Department of Education (2013)

A "Lockdown Only" response to an Active Shooter
No Longer meets Government Recommendations

Alice Training Institute
3613 Reserve Commons Drive
Medina, OH 44256
www.AliceTraining.com



US Department of Education (2013)

- *Guide for Developing School Emergency Operation Plans*

Agency Participants in Authoring this Document

- U.S. Dept. of Education (US Dept. of Ed)
- U.S. Dept. of Health and Human Services (DHHS)
- U.S. Dept. of Homeland Security (DHS)
- U.S. Dept. of Justice (DOJ)
- U.S. Federal Bureau of Investigation (FBI)
- U.S. Federal Emergency Management Agency (FEMA)

See what this government Agency recommends for Active Shooter response.

Findings

In its 2007 publication, The US Department of Education's guidance for active shooters response was limited to lockdown. The 2013 edition expands the guidance to include multiple options that go beyond lockdown including Run, Hide or Fight. It also recognizes that staff and students may have to use more than one option and that the decision to do so should be made using their own judgment.

Background

On June 18, 2013, Vice President Biden released new guidelines for school safety that align and build upon years of emergency planning work by the Federal government. This guide incorporates lessons learned from recent incidents, and responds to the needs and concerns voiced by stakeholders following the recent shootings in Newtown, CT.

Lockdown is no Longer Enough

"You can run away from the shooter, seek a secure place where you can hide and/or deny the shooter access, or incapacitate the shooter to survive and protect others from harm." [Page 63]

"If running is not a safe option, hide in as safe a place as possible. In addition: Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the shooter and for possible escape if the shooter enters the room)." [Page 65]

Multiple Options are needed

"As the situation develops, it is possible that students and staff will need to use more than one option." [Page 64]

Those in Harm's Way Should Make Their Own Decisions

"While they should follow the plan and any instructions given during an incident, often they will have to rely on their own judgment to decide which option will best protect lives." [Page 64]

Is your School exercising an appropriate “*Standard of Care*” in its “*Duty to Protect*” staff and students?

Schools: A Duty to Protect

Since Jefferson founded public education for the citizens of the United States, schools have been charged with the safety of children in their care - a duty to protect. Teachers and administrators have a responsibility to anticipate potential dangers and to take precautions to protect their students from those dangers.

What is the Standard of Care?

If a school district fails its duty to protect students from injury and an appropriate standard of care was not used, the district can be found negligent. The standard of care is not a statute or regulation that can be pointed to and expounded upon. The standard of care is a concept that is argued in courtrooms requiring school districts to answer questions like:

1. Did you comply with federal & state recommendations?
2. Is your policy consistent with comparable schools?
3. Did you comply with your own stated policy?

ALICE: the New Standard of Care

Historically, government agencies have recommended a lockdown-only approach that includes students hiding under desks or against walls. Some of these techniques originated during the cold-war as a method of protection from a nuclear threat. As ridiculous as this now seems, it was accepted in the era.

Today, government agencies (including the US Department of Education) have spent considerable resources researching active shooting events. Their findings have resulted in a change in guidance - a movement away from the cold war era techniques typically used in a lockdown-only approach. ALICE protocols are used almost exclusively in all new guidance.

Following current federal and state recommendations is a major step in limiting a school districts liability by demonstrating they have met today's standard of care.

Endorsed by Law Enforcement across the Country

ALICE is endorsed by law enforcement across the country and in line with recommendations from the: Department of Homeland Security (DHS); Federal Emergency Management Agency (FEMA); US Department of Education; along with many state agencies across the US.

About ALICE

The ALICE program was authored by a police officer to keep his wife, an elementary school principal, safe after the tragic events at Columbine. Since these humble beginnings, ALICE continues to be the leading active shooter response program in the US.

ALICE (Alert, Lockdown, Inform, Counter, Evacuate) training helps prepare individuals to handle the threat of an Active Shooter. ALICE teaches individuals to participate in their own survival, while leading others to safety. Though no one can guarantee success in this type of situation, this new set of skills will greatly increase the odds of survival should anyone face this form of disaster.

Get ALICE Certified

Being an ALICE certified organization demonstrates to your stakeholders that you are serious about safety: including the safety of your employees; visitors; and in the cases of schools – our children.

The ALICE Certified mark, which is backed by our research and years of experience, indicates to your stakeholders that you have gone the extra mile to practice safety training that has been deemed to be critical to help survive today's violent intruder events. To learn more please visit us at www.AliceTraining.com



CERTIFIED

Twin Falls School District Proposed High School Science Textbook Adoption

July 8, 2019

Biology - HMH Science Dimensions Biology – ISBN 978-0-544-86178-7

- 180 texts for TFHS
- 4 sets of teacher materials for TFHS
- 180 texts for CRHS
- 4 sets of teacher materials for CRHS

Earth Science – HMH Science Dimensions Earth and Space Science – ISBN 978-0-544-86181-7

- 135 texts for TFHS
- 3 sets of teacher materials for TFHS
- 180 texts for CRHS
- 4 sets of teacher materials for CRHS

Biology II - Pearson (Miller-Levine) – ISBN 978-0-328-92512-4

- 80 texts for TFHS
- 3 sets of teacher materials for TFHS
- 80 texts for CRHS
- 3 sets of teacher materials for CRHS

Chemistry will wait until next year for more NGSS aligned books to be published.

TWIN FALLS SCHOOL DISTRICT #411

FISCAL YEAR 2020 | BUDGET PREVIEW

Total Budget All Funds \$85,930,133



CARRY FORWARD	TAXES	LOCAL	STATE	FEDERAL	TOTAL RESOURCES
Property Levies	Interest & Fees	State Support & Aid	IDEA & Title		
\$12,951,934	\$19,326,018	\$1,978,132	\$57,844,090	\$9,999,334	\$102,099,508



PROPERTY TAX CALCULATION



	FY 2018-19	FY 2019-20
Taxable Value	\$100,000	\$100,000
Levy Rate	0.004520542	0.004585741
Tax per \$100,000	\$452.05	\$458.57

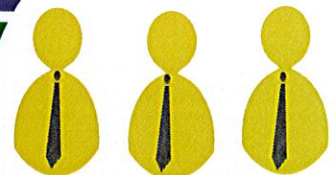
TFSD STAFFING

576 Certified (Including Administrators)

550 Classified

179 Temporary

1,305 Total Staff

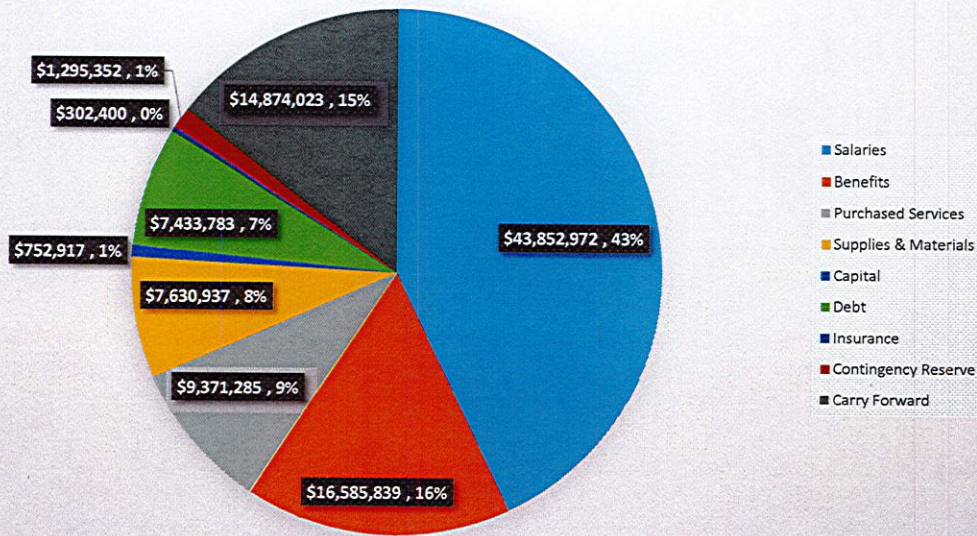


Plant Facilities Funding:

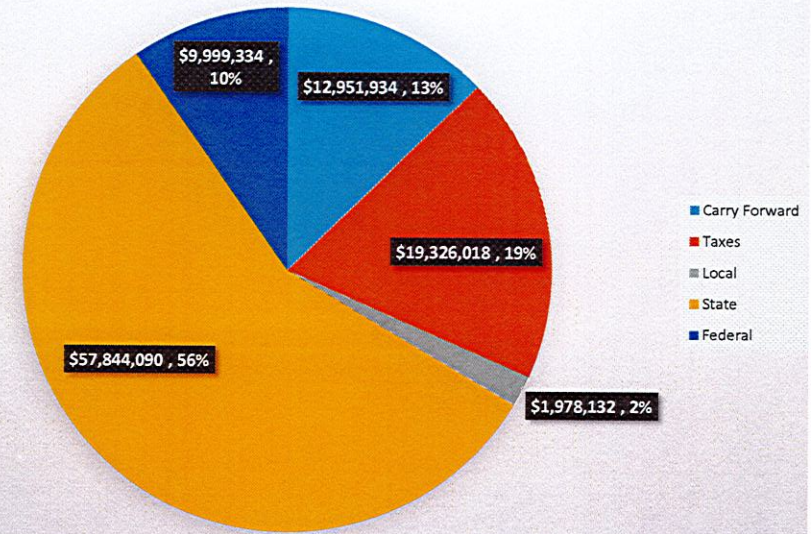
Summer 2019 -
Update elementary school entryways
Summer 2020 -
Update middle school entryways

The Bond Account was able to absorb the Chobani Settlement without impacting the operations of the district. This settlement will slow down the rate at which the district can pay back the bonds.

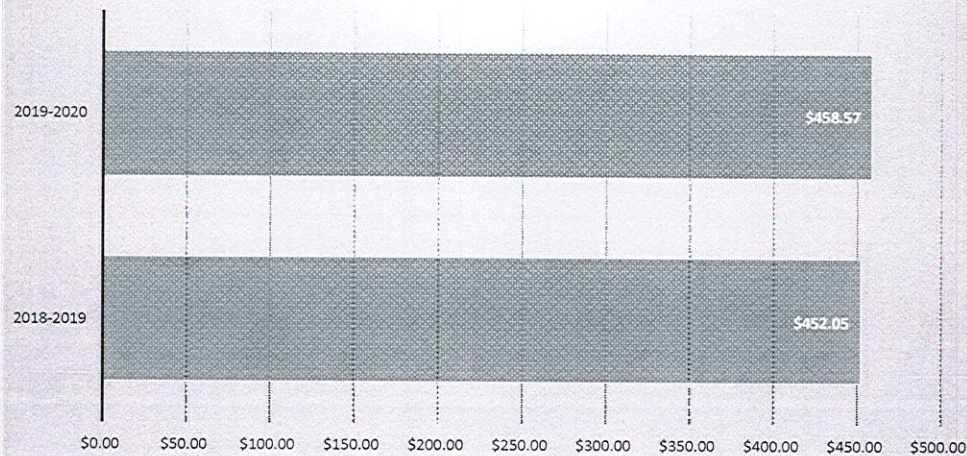
Allocations 2019-2020



Resources 2019-2020



Property Tax per \$100,000



TWIN FALLS SCHOOL DISTRICT 411
ORIGINAL, AMENDED AND PROJECTED
FISCAL YEARS ENDING
30 JUNE 2018, 2019 AND 2020

	<u>Code</u>	<u>Description</u>	(A)	(B)	(C)	(D)	(E)	(F)	(G)
			2017 - 2018			2018 - 2019			2020
			<u>Original Budget</u>	<u>Amended Budget</u>	<u>Actual</u>	<u>Original Budget</u>	<u>Amended Budget</u>	<u>Projected Actual</u>	<u>Original Budget</u>
1	411000	Tax Revenue	\$18,679,701	\$18,679,701	\$18,488,158	\$19,867,287	\$19,867,287	\$19,413,394	\$19,326,018
2	413000	Other Local Revenue	\$1,630,876	\$3,730,615	\$3,795,696	\$2,379,313	\$4,159,607	\$4,235,500	\$1,977,832
3	420000	County Revenue	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4	430000	State Revenue	\$50,235,656	\$53,024,692	\$51,920,732	\$53,798,017	\$55,033,726	\$54,871,933	\$57,844,090
5	440000	Federal Revenue	\$8,016,003	\$8,887,805	\$9,429,978	\$8,950,077	\$10,411,217	\$9,376,000	\$9,999,334
6	450000	Other Sources	\$0	\$3,779	\$11,876		\$366,895	\$388,815	\$300
7		Total Revenue	\$78,562,236	\$84,326,592	\$83,646,440	\$84,994,694	\$89,838,732	\$88,285,642	\$89,147,574
8	100	Salaries	\$40,133,877	\$40,376,751	\$39,774,962	\$42,483,198	\$42,505,477	\$41,691,400	\$43,852,972
9	200	Benefits	\$15,270,501	\$15,308,391	\$14,877,800	\$16,243,249	\$15,754,290	\$15,563,900	\$16,585,839
10	300	Purchased Services	\$5,992,609	\$10,055,152	\$9,814,373	\$9,059,212	\$11,498,669	\$10,844,100	\$9,371,285
11	400	Supplies Materials	\$5,826,076	\$10,429,320	\$8,691,725	\$7,243,361	\$10,610,388	\$7,742,200	\$7,630,937
12	500	Capital Objects	\$1,676,100	\$5,621,354	\$5,280,828	\$4,287,900	\$1,956,106	\$1,950,000	\$752,917
13	600	Debt retirement	\$7,619,515	\$14,932,558	\$14,932,558	\$7,440,903	\$7,438,762	\$7,438,762	\$7,433,783
14	700	Insurance-Judgment	\$300,000	\$302,500	\$299,328	\$302,500	\$1,108,716	\$1,109,216	\$302,400
15	900	Contingency reserve	\$2,264,020	\$19,871	\$0	\$398,977	\$0	\$0	\$1,295,352
16		Total Expenditure	\$79,082,698	\$97,045,897	\$93,671,574	\$87,459,300	\$90,872,408	\$86,339,578	\$87,225,485
17		Transfers							
18	460000	In	\$928,751	\$450,904	\$332,498	\$300,000	\$389,521	\$389,394	\$300,000
19	800	Out	\$928,751	\$450,904	\$332,498	\$300,000	\$389,521	\$389,394	\$300,000
20		Transfers Net	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21		Revenue & Transfers In Over (Under) Expenditures & Transfers Out	(\$520,462)	(\$12,719,305)	(\$10,025,134)	(\$2,464,606)	(\$1,033,676)	\$1,946,064	\$1,922,089
22	320000	Fund Balance July 1	\$16,270,312	\$20,885,438	\$21,106,356	\$11,005,053	\$11,081,224	\$11,081,224	\$12,951,934
23	320000	Fund Balance June 30	\$15,749,850	\$8,166,133	\$11,081,222	\$8,540,447	\$10,047,548	\$13,027,288	\$14,874,023



Board of Trustee Committee Assignments

Committee Name	Previous Representatives	2019 Representatives
Activities Advisory Chair – Scot McNeley	Todd Hubbard (Alt. Paul McClintock)	
Safety Committee Chair – Ryan Bowman	Todd Hubbard (Alt. Bernie Jansen)	
Discipline Committee Chair – Kasey Teske	Paul McClintock (Alt. Todd Hubbard)	
Government Affairs Contact – Dan Olmstead	Bryan Matsuoka (Alt. Mary Barron)	
Technology Committee Chair – Ryan Bowman	Paul McClintock (Alt. Todd Hubbard)	
Education Foundation Contact – Linda Watkins	Mary Barron (Alt. Paul McClintock)	
Calendar Committee Co-Chairs – Brady Dickinson/Pam Rahe	Mary Barron (Alt. Todd Hubbard)	
Drop Out Committee Chair – Mike Gemar	Mary Barron (Alt. Paul McClintock)	
TFSB/TFEA Breakfast Meetings (3 rd Tuesday of Month 6:45 a.m. Idaho Joe's) Contact – Peggy Hoy/ Mike Wilkinson	Bernie Jansen & Bryan Matsuoka	
Negotiations Committee Contact – Brady Dickinson	Bernie Jansen	
Budget Advisory Committee Chair – Bob Seaman	Paul McClintock	
IBE Committee Chair -	Bernie Jansen & Bryan Matsuoka	

Brady's Vision

My vision is for the TFSD to be: 1) a highly successful district where **ALL** students are challenged to reach their highest potential and are well prepared for life after high school, 2) a district where all employees feel valued, challenged, and supported in their work, 3) the district of choice for parents in our community, and 3) a community partner that strives to continue making Twin Falls a vibrant place to live.

Statements supporting my vision:

1. Our schools have a positive culture in which students, staff, and parents are excited and enjoy the school climate. They are places where teachers enjoy working and students develop a love of learning.
2. Our schools are places where students master skills aligned to the standards and are challenged to learn at a high level regardless of their background, race, ethnicity, or social status.
3. We provide students with the opportunity to explore and prepare for many career pathways. This includes a pathway to careers in the trades and military as well as college.
4. In our district, students have access to top-notch programs in the arts including band, choir, orchestra, theatre, and visual and performing arts. In addition, our schools provide students with access to a variety of activities including athletics and clubs where coaches and advisors strive to build positive relationships and develop lifelong skills.
5. Students have opportunities to participate in the latest STEM/STEAM activities, robotics, and coding, as well as other 21st century skills.
6. Staff has time to collaborate and plan high impact instruction and review data on student achievement in order to continually improve as demonstrated by multiple measures.
7. Teachers are encouraged to be innovative with lessons to engage students in learning, promote critical thinking, and explore topics of interest.
8. The District Office Staff partners with building leadership teams in a shared leadership approach to provide support and resources in order to remove roadblocks and reach district and building goals.
9. We are a district that is constantly celebrating success as well as striving for continuous improvement.
10. The schools in the TFSD are safe, welcoming, and modern. They are community hubs where parents, students, staff, and patrons feel pride and ownership.

Goal: Be the district of choice for parents, students, and employees through the offering of world class programs in a fiscally responsible, modern, and effective educational program.

Objective: Expand opportunities for students.

1. Ensure the new Residential Construction Program is a success. Updates will be provided to the board throughout the school year and a report made regarding the number of participants and completed projects.
2. Explore the feasibility of adding a Food Science CTE program for the 2020-2021 school year. Report will be made during the 2019-2020 school year.
3. Increase enrollment in CTE programs at the high schools, and opportunities for TFSD Students at all levels.
4. Maximize advanced opportunities funding as demonstrated by student utilization.

Objective: Improved student achievement

1. Demonstrate continuous improvement on academic indicators.
 - a. Increase the number of grade levels at or above the state average in ISAT and IRI
 - b. Increase the number of students meeting ISAT growth targets by 5%.
 - c. Continue to demonstrate improvement on the SAT as indicated by the number of students reaching benchmark scores.
 - d. Maintain or raise graduation rates at CR/TF and raise graduation rates at MVHS.

Objective: Fiscally responsible

1. Maintain a budget that supports the mission of the district. Increase carryover by 5-10% (\$100,000-\$200,000).
 - a. Complete Elementary vestibules 2019-2020
 - b. Complete Secondary vestibules 2020-2021

Objective: School Connection

1. Be visible throughout the district. Continue sending Highlights of the Week each Friday.
2. Ensure transparency with Twin Falls Board of Trustees through effective use of Board Meetings, Work Sessions, and the use of the Board Update each week.
3. Work with appointed and elected trustees to ensure a smooth transition process for any new board members.

Objectives: Modern facilities

1. Work with Director of Operations to continue implementing our 10-year long range plan for facilities. Topics to include security, HVAC, furniture, and technology.

Objective: Effective use of shared leadership

1. Monitor the structure and use of Collaboration Monday to ensure it is used properly and is tied directly to increased student achievement. This time will be used to become more efficient and intentional and allow teachers to collaborate to improve instructional strategies while minimizing administrative tasks.
2. Maintain a positive relationship with TFEA through effective use of the monthly breakfast meeting and Interest Based Bargaining.

Objective: Quality personnel

1. Hire and retain qualified staff for certified and classified positions. A report will be made to the Board before April 2020 demonstrating progress in this area.

Michelle Lucas

Res. w/ Minnick

From: Quinn Perry
Sent: Friday, May 31, 2019 8:12 AM
To: Staff
Subject: Submit a Resolution to ISBA!

Make Your Voice Heard: Submit a Resolution to ISBA!

Do you have a problem or issue at your school district or charter school that you want changed?
Can it be changed by state law or administrative rule?

If so, prepare a resolution and submit it to ISBA! It's not too early to start looking forward to the 2020 Legislative Session!

A Resolution is a document that explains the problem and the desired outcome. ISBA welcomes your participation in this process and urges you to take this opportunity to be heard.

2019 Resolution Timeline:

July 31: Resolutions due from school districts, charter schools, or ISBA Regions.

August 1 - 24: ISBA staff compiles and clarifies submitted resolutions

August 26 – September 5: Board packets containing proposed resolutions are sent to Executive Board members for review

September 7: ISBA Executive Board Reviews resolutions and makes recommendations

September – October: Resolutions are discussed and debated at fall region meetings

October 12: Deadline to transmit resolutions packets to school board members

November 8: School board members vote on resolutions at the ISBA Annual Business Session

Resolutions that pass become the legislative platform for ISBA staff and lobbyists during the legislative session! Once adopted, they automatically remain part of ISBA's platform for a period of two years unless otherwise acted upon.

FISCAL NOTE: If your Resolution has a fiscal note of any kind, we will need that information before the September 5th deadline! Do not worry – we will work with you to get an accurate fiscal note!

Three Ways to Submit:

1. Send a copy to your region chair
2. Send a copy by mail to PO Box 9797 – Boise, ID 83707-4797
3. Email a copy to Quinn Perry at quinn@idsba.org

To read examples of resolutions (and check out the 2018 Resolutions that expire this year), [visit our website!](#)

If you have any questions, please let us know. We are excited to hear from you!

Quinn Perry

Policy & Government Affairs Director
Idaho School Boards Association

Web: www.idsba.org Email: quinn@idsba.org Office: (208) 854-1476 Cell: (208) 407-8644 Toll-Free: (866) 799-ISBA

Proposed 2019 ISBA Resolution

FLEXIBILITY OF MISSASSIGNMENT IN TEACHING ASSIGNMENTS

WHEREAS, there are many school districts in Idaho in need of teachers with the appropriate content area endorsements; and

WHEREAS, there are many districts in Idaho who have the need for only one period of a subject be taught due to scheduling and no staff endorsed in that content area; and

WHEREAS, there are many school districts in Idaho who have excellent teachers who do not have endorsements in some needed content areas; and

WHEREAS, a teacher with experience teaching at the P1 level or higher can be more effective in a subject in which they have no endorsement than a teacher with an alternative authorization and little or no teaching experience; and

WHEREAS, the State of Idaho currently only allows teachers to teach in the content areas of their endorsement; and

WHEREAS, teachers with substantial background in educational pedagogy and some coursework in content areas for which they have yet to be endorsed would be able to effectively teach that content; and

WHEREAS, local school boards could benefit from utilizing these teachers to teach content with which they are familiar but are not endorsed for one period per day;

NOW, THEREFORE BE IT RESOLVED, that the Idaho School Boards Association work to allow local districts additional flexibility in making teacher assignments. Such flexibility would be limited to teaching outside the teacher's endorsed content area for no more than one period per day (or less than 25% of the teacher's total contract time).

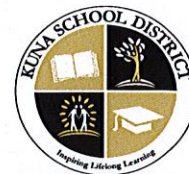
STATEMENT OF PURPOSE

Due to the limited number of applicants in the current teaching pool with multiple endorsements, the lack of teaching experience for alternatively authorized educators, and the need to fill one of a kind classes in many small and rural schools, the Idaho School Boards Association should actively work to allow local districts additional flexibility in teacher assignments in having experienced teachers temporarily fill assignments outside their areas of endorsement.

Submitted by Minidoka County School District No. 331

Kuna School District Board of Trustees

Inspiring each student to become a lifelong learner and a contributing, responsible citizen.



June 25, 2019

Dear Trustees,

I am writing to you today in hopes to obtain your support for a resolution that our district is going to submit to ISBA. We all know that the more school districts that have their name to a resolution the better the chances of it passing at convention. This resolution, we believe, could be of great benefit to all districts across our state.

As you may be aware Kuna School District, not unlike many other districts in the state, is experiencing a tremendous amount of growth. As such we find ourselves having to run supplemental levies every two years and often approving an emergency levy each year in order to keep up. This past year we passed a \$2.5 million levy for two years in part to hire the 20 additional teachers needed to keep class sizes manageable.

In the interest of providing relief to our community we began looking at impact fees as a solution. We are aware that this has been a touchy subject in the past. We are also aware that the Executive Board and the Legislature has no interest in additional line items to the budget. This is when Adam Bell, our Budget & Finance Manager, discovered that the mechanism that allows other entities to collect impact fees is a simple definition. That definition lists the separate entities considered as a "public facility." In this resolution we are seeking to add school districts to that list.

The benefits to this are numerous. It would be helpful to districts like ours who are able to pass supplemental levies be able to either vastly lower the amount we ask for to even potentially not need them at all. It would also help the districts that are unable to pass levies and bonds address their growth issues.

I have been told that we may get push back from the cities, counties, and other entities currently collecting impact fees because we would be taking from their pot of money. However, that is not how they work. Each entity is assessed an amount that they can collect, and that cost is passed on to the developer when they obtain their permits. So, it would not be taking a piece of the already existing pie, it would be adding another piece. Therefore, we believe this is a great solution to the problem.

Currently, we are asking that your school district co-sponsor this resolution this year. Please discuss the possibility with your board at your next board meeting and let us know before July 24 so we can get the resolution submitted by the July 31 deadline.

Sincerely,

Joy Thomas
Kuna School District
Vice Chairman

711 E. Porter Rd., Kuna, Idaho 83634

Phone: (208) 922-1000

FAX: (208) 922-5646

JD Grant
Chairman & Trustee
Zone 2

Joy Garrison
Vice Chairman & Trustee
Zone 1

Sallie Ann McArthur
Trustee Zone 3

Kim Nixon
Trustee Zone 4

Carl Ericson
Trustee Zone 5

2020 ISBA RESOLUTION NO. __

MODIFICATION TO DEFINITION RECOGNIZING PUBLIC SCHOOLS

AS PUBLIC FACILITY

WHEREAS, Section [67-8203\(24\)](#), Idaho Code excludes public school facilities from the list of “Public facilities”;

WHEREAS, Public School Facilities are an integral part to all Idaho communities;

WHEREAS, Public School Facilities include or fund many aspects of what are already defined as a public facility, including; water storage, roads, streets, traffic signals, landscaping, parks, open space and recreation areas, and related capital improvements and public safety facilities

WHEREAS, Current capital construction funding models put an overabundance of burden on current residence; and

WHEREAS, growing districts have no mechanism to respond to growth without placing a heavy burden on current tax payers;

NOW THEREFORE BE IT RESOLVED, that the Idaho School Boards Association work with the Idaho State Department of Education, Idaho State Board of Education, and the Idaho Legislature to amend Idaho Code to add “Public School Facilities” to the definition of “Public Facilities”.

STATEMENT OF PURPOSE

Adding “Public School Facilities” to the definition of “Public Facilities” in Section 67-8203(24) would allow school districts to access funding under Title 67 Chapter 82 for the purpose stated in Idaho Code 67-8202 namely to create, “an equitable program for planning and financing public facilities needed to serve new growth and development is necessary in order to promote and accommodate orderly growth and development and to protect the public health, safety and general welfare of the citizens of the state of Idaho”.

Submitted by Kuna Joint School District No. 003

RECOMMENDATION OF THE ISBA EXECUTIVE BOARD:

? of the ISBA Executive Board will address the Executive Board’s recommendation to the membership at the Business Session of the Annual Convention.

PASSED

**AYES
NAYES
TOTAL**



**TWIN FALLS PUBLIC SCHOOLS
School District No. 411**

Board of Trustees Application

Name: _____

Date: _____

Address: _____

Day Phone: _____

Evening Phone: _____

1. Why would you like to become a school district trustee?

2. Briefly explain your background: education, employment, community service, etc.

3. Briefly explain your philosophy toward public education:

4. What do you believe the Board of Trustees' role should be in leading the district?

5. In your estimation, how much time do you believe is required to accomplish this role? How much time are you willing to commit to serving on the Board of Trustees?

6. Do you have business dealings with the Twin Falls School District? ☐ Yes ☐ No
If yes, please explain the nature of these dealings.

7. Do you have relatives who work for the Twin Falls School District? ☐ Yes ☐ No
If yes, please explain.

8. If there is other information you would like the Board to consider in reviewing your application, please include it below.
