

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

January 22, 2020
5:00 P.M.
AGENDA (**Amended 1-17-2020**)

MISSION
Our mission is to provide a quality
education necessary for all
students to be successful in life.

Dinner Served at 4:45 p.m.

- I. Call to Order *Action*
- II. Pledge of Allegiance
- III. Procedural Matters
 - A. Action Items:
 - 1. Approval of Agenda (Additions/Deletions)
- IV. Unscheduled Delegations (Audience to Address the Board)
- V. Consent Calendar Action
 - A. Approval of New Certified Employee
 - B. Approval of New Classified Employees
 - C. Approval of Classified Personnel Resignation
 - D. Approval of Current Guest Teachers List
 - E. Approval of Current Temporary Workers
- VI. Student Panel Discussion with the Board – Students from TFHS
- VII. 2015-2020 Strategic Plan Tasks Update—Eva Craner
- VIII. ISBA Board Governance Training – David Brinkman
- IX. Future Agenda Items
 - A. Day on the Hill, February 17 & 18, 2020/Talking Points Discussion
- X. *Action*: Executive Session as per Idaho Code 74-206(1) Subsection (b) and (d)
(b) To consider student discipline; and (d) To consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code.

Action Item:
 - (1) Student discipline
- XI. Adjournment Action

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

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: January 16, 2020

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

From: Sonia DeLeon, Human Resources Manager

Re: New Classified Employees or Classified Transfers

It's the recommendation of the Human Resources Department to the Superintendent and the Twin Falls School District Board of Trustees these individuals listed below be approved for hiring for the 2019-2020 school year:

Heather Dalymple	Custodian at Bickel Elementary
Rebecca Christensen	Playground Aide at Harrison Elementary

The individuals listed below are a current employees that have accepted a transfer within the district for the 2019-2020 school year.

NAME

POSITION

Daniel Ault	School Mentor Paraprofessional at Lincoln Elementary School
Tammy Craig	Playground Aide at Pillar Falls Elementary

All are in the process of completing the necessary consent, I-9's, drug free work place form etc., and have met the criteria to become employees of the Twin Falls School District.

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

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

William Brulotte
Associate Superintendent



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

Date: January 9, 2020

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:

Cindy Wolf	Para educator – SPED	Perrine Elementary School
Clint Clark	Playground & Crossing Guard	Perrine Elementary School

The following classified employee has submitted her resignation letter resigning her position for the 2020-2021 school year:

Martha Hennek	Food Service – Cook	Xavier
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The Human Resources Department recommends to the Superintendent and the Board of Trustees that we accept these resignations.

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

William Brulotte
Associate Superintendent



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

Date: January 16, 2020

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

From: Sonia DeLeon, Human Resources Manager

Re: Current Active Guest Teacher List

It's the recommendation of the Human Resources Department to the Superintendent and the Twin Falls School District Board of Trustees that the attached current active guest teacher list is approved.

All have completed the necessary consent, I-9, drug free work place form etc., and have met the criteria to become guest teachers of the Twin Falls School District.

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

Attachment

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

William Brulotte
Associate Superintendent

Substitute Register for 2019-2020

Acosta, Maria	Glenn, James	Maughan, Jamie	Stimpson, Stephenie
Alexander, Steve	Godfrey, Logan	McClung, Dawn	Stokes, Rachel
Bates, Stephanie	Gomez, Season	McLaws, Jennifer	Sybesma, Carol
Baumert, Katelynn	Gonzalez, Edith	Miller, Barbara	Talkington, Cathy
Bausman, Yvonne	Gonzalez, Kendra	Miller, Kyle	Taylor, Nancy
Belsky, Pamela	Green, Amber	Mink, Amy	Thaete, Malika
Bernhisel, Staci	Greenwood, Sheri G	Moffitt, Gary	Thayne, Christine
Black, Jennifer	Gunnell, Royce	Moody, Ron	Thorne, Jamie
Boeddiker, Isabelle	Guter, Kinnedy	Moore, Emily Theresa	Tutty, Collette
Broadfield, Judy L	Guymon, Marianne	Myers, Marisa	Vandergiesen, Glenn
Brown, Deborah	Hadley, Tyler	Niccum, Rodney	Vasquez, Eryn
Busbee, Rachael	Hamilton, Karen	Nickerson, Peggyanne	Verwey, Brittany
Casad, Thomas	Hardman, Cindy	Nielsen, Carol	Visser, Betsy
Cawley, Rachel	Harmer, Brannon	O'Connor, Carly	Voss, Eugene R
Clark, Patti	Harrison, Amber	Olmstead, Margit	Wai, Avril
Cluff, Jennifer	Harshman, Mary R	Olson, Janet	Walker, Jody
Collins, Diane	Hartwell, Deborah	Padilla, Alicia	Walker, Lynndi
Condie, Linda	Hatch, Zola	Parra, Alexis	Walters, Sondra
Corder, Nathan	Hawkins, James	Pato, Michelle	Williams, Kathryn
Cornwell, Jason	Hernandez, Marta	Perez, Kendra	Williams, Kyle
Crook, Daniel	Hill, Guy G	Ploss, Penny	Williams, Robert S
Currier, Lucinda	Hoerner, Leslie	Preston, Jaclyn	Wilson, Joshua
Daarud, Drew	Holm, Katie	Price, Bailee	Wood, Tanyon
Danielson, Cynthia	Howe, Baylee	Pryor, Tim	Woodhouse, Bryan
Danielson, Rob	Hughes, Maggie	Radford, Cassandra	Yekel, Amber
Day, Pamela	Hunt, Bethanne	Reed, Keaton	
Detweiler, Lynda	Hunt, John	Rencher, Marissa	
Diaz, Danielle	Hurley, John	Requa, Brad	
Dickinson, Marsha	Hyde, Shannon	Requa, Chance	
Eiler, Patricia	Jarvis, Christopher	Rogers, Kelsie	
Eslinger, Darlene	Jeffers, Phylcia	Schaeffer, Barbara	
Evans, Ranie	Jones, Lauren	Schroeder, Jericho	
Felder, Kathy	Lawrence, Fred	Shaff, Monica	
Feltman, Sharon	Lehto, Frans E	Shark, Glenn	
Foster, Tarrina	Love, Lisa	Sharp, Kelsey	
Fowler, Tiffany	Loveday, Michael D	Sheen, Jonathan	
Freeman, Renee	Lugo, Ramona	Sisson, Anne	
Frost, Hillary	Mark, James	Smith, Lori	
Gardner, Daniel	Martin, Dale Ann	Splaine, Missy	
Garrett, Jaime	Martin, Tyler	Stevens, Charles	
Geddes, Sharlyn	Masic, Armin	Stevens, Diane	
George, Elizabeth	Matthews, Sandra M	Stevens, Holly	



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

Date: January 16, 2020

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

From: Sonia DeLeon, Human Resources Manager

Re: Current Temporary Employee List

It's the recommendation of the Human Resource Department to the Superintendent and the Twin Falls School District Board of Trustees that the attached current temporary employee list be approved.

All have completed the necessary consent, I-9's, drug free work place form etc., and have met the criteria to become employees of the Twin Falls School District.

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

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

William Brulotte
Associate Superintendent

Name	Primary Job Title
ALLISON, CORTNEY L	TUTOR
ANDERSON, DENNIS K	MENTOR
BOYD, CAROL	MENTOR
CLEMENS, EUGENE T	MENTOR
CLEMENTS, TYSHA	TEMP - GAME WORKER
DARROW, HEATHER	DRUG TESTER
ERICKSON, CHASE L	TEMP - GAME WORKER
FIALA, MARILYN M	MENTOR
FISCHER, SAKYSHA I	TEMP - GAME WORKER
FRECKLETON, JEFFREY W	TEMP - GAME WORKER
FREE, MARION D	SUBSTITUTE CUSTODIAN
GARRETT, VICKI R	MENTOR
GEDDES, MATTALYN	TEMP - GAME WORKER
HEGMAN, DEBBIE L	TUTOR
HOLLIFIELD, CAROL J	MENTOR
HOLSTON, CATHERINE JO	TEMP - GAME WORKER
HUDELSON, KELLY DEE	TEMP - GAME WORKER
JUND, BARBARA	MENTOR
KING, GREYSON	TEMP - GAME WORKER
KRIWOX, JEAN M	MENTOR
LINEBERRY, AMBER N	TEMP - GAME WORKER
MARTIN, MARY KAY	MENTOR
MASON, DEBORAH A	MENTOR
NEALE, DIANE L	MENTOR
NIELSEN, PAMELA	MENTOR
OLMSTEAD, MARGIT	MENTOR
PANTONE, CARA J	TUTOR
PATRICK, AFTON E	MENTOR
POPPLEWELL, TED L	EXPULSION HEARING OFFICER
SCHAAL, MARK S	DRIVERS ED COORD.
SLOTTEN, KRISTINE A	TEMP - GAME WORKER
SMITH, ALLISON D	TEMP - GAME WORKER
SOMMER, DORIS J	MENTOR
STRALEY, KADE J	TEMP - GAME WORKER
WALTER, ZOIE	TEMP - GAME WORKER

2019-20 Board Tasks (January Update):

Higher Education, Work, and Life Ready (Improved Student Achievement)

1. Increase the number of grade levels at or above the state average based on the percent of students who are proficient on the ISAT.
(more than 10)

18-19 ISAT	3rd grade		4th grade		5th grade			6th grade		7th grade			8th grade		9th grade		10th grade	
	ELA	Math	ELA	Math	ELA	Math	Science	ELA	Math	ELA	Math	Science	ELA	Math	ELA	Math	ELA	Math
State of Idaho	51%	53%	52%	50%	57%	45%	%	55%	43%	58%	46%	%	54%	41%	56%	32%	59%	33%
TFSD	48%	55%	47%	47%	53%	46%	%	50%	40%	56%	43%	%	49%	32%	64%	31%	60%	29%

January Update: Students will begin taking the ISAT in March of 2020. Many teachers are integrating the interim assessments (practice tests) into their classroom practices. Teachers can use the data collected from the interim assessments to inform instruction and better prepare students for the ISAT. This practice also ensures that students are familiar with the testing platform and language used on the ISAT.

2. Increase the number of students meeting ISAT growth targets by 5%.

January Update: Same as above.

Continuous Improvement Benchmarks (goals required by the State Board of Education):

3. Increase the percent of students who are college ready based on the SAT scores to 47 percent.

January Update: Students will take the SAT on April 14, 2020. All juniors in the TFSD will take the test.

4. Increase the 4-year cohort grad rate to 85 percent.

January Update: Focused effort has been made at Magic Valley High School to change the class schedule to address this goal. Changing the class schedule at MVHS provides students with more opportunities to earn credit which accelerates their pathway to graduation, often getting them back on track to graduate on time.

5. Increase the percent of student who are proficient in the 8th grade math based on ISAT to 42 percent.

January Update: Same as #1 above.

6. Increase the percent of students who are proficient in the 8th grade ELA based on ISAT to 55 percent.

January Update: Same as #1 above.

7. Increase the percent of students who are proficient in the 6th grade math based on ISAT to 44 percent.

January Update: Same as #1 above.

8. Increase the percent of students who are proficient in the 6th grade ELA based on ISAT to 56 percent

January Update: Same as #1 above.

Quality Education and Learning Opportunities (Expand Opportunities for Students)

1. Impact literacy instruction K-5 by implementing training and coaching provided by Education Northwest for teachers, coaches, and administrators as demonstrated by ISIP assessment data.

January Update: Teachers were provided with comprehensive literacy training during summer institute and the November inservice days. Coaching continues to happen in each building on a monthly basis. The literacy focus for first semester was phonics and phonemic awareness. ISIPS data reflects significant student growth in both areas K-5.

2. 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.

January Update: The Residential Construction Program is off to a great start. Roughly 100 students from all three high schools are participating and their anecdotal feedback has been very positive. Students appreciate the opportunity to be involved in the new program and the offsite location seems to be a benefit as students don't have to spend part of their day on another school's campus.

3. 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.

January Update: District administrators have begun doing cost assessments for a food science CTE program. In order to launch a program like this financial support from local businesses would be necessary. Administrators will continue to evaluate how to expand CTE opportunities in the TFSD. Based on workforce data, potential ideas for CTE programs include a diesel mechanics program and a cyber security program.

4. Increase enrollment in CTE programs at the high schools, and opportunities for TFSD Students at all levels.

January Update: Teachers and administrators have worked to increase the availability of CTE programs by creating pathways programs. These programs offer certificates to students as they complete coursework. Further, the addition of the construction program has created more opportunities for students to be involved in a CTE program. This program serves students from all three high schools.

5. Maximize advanced opportunities funding as demonstrated by student utilization.

January Update: Students at all secondary schools are utilizing advanced opportunities funding. So far this year 862 students have taken 702 overload courses and 869 dual credit courses to earn 2,412 credits.

Quality Personnel (Effective use of shared leadership and Quality Personnel)

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.

January Update: The Collaboration Monday Committee has continued to meet to ensure that the time is used in meaningful way. Different models are being used at different schools and cross district collaboration happens on a regular basis. Committee members are working to survey staff members to better evaluate the effectiveness of Collaboration Monday and determine if any changes need to be made.

2. Maintain a positive relationship with TFEA through effective use of the monthly breakfast meeting and Interest Based Bargaining.

January Update: The TFEA and the TFSD have continued the practice of holding monthly breakfast meetings to address any challenges that might arise in a timely manner.

3. The TFSD will continue to recruit and retain qualified staff for certified and classified positions by working closely with universities and providing professional development and mentoring opportunities.

January Update: The TFSD provided a tour to over 20 student teachers who are working to complete the Idaho State University Teacher Education Program. This tour highlighted the support available to new teachers and what to expect from student-teaching in the TFSD by visiting master teachers across the district.

In addition, the District is continuing to provide professional development for all staff members, including guest teachers. These trainings are organized and implemented by the District's instructional coaches.

School/Community/Public Relations (School Connection)

1. The TFSD will continue to promote its schools, teachers, and students through various channels of communication including weekly highlights from the superintendent, monthly employee newsletters, a robust and up-to-date website, engaging social media posts, and community events.

January Update: In addition to the TFSD's continued communication effort the District had the opportunity to show case the Career Technical Education Programs to potential donors during the Education Foundation's Denim and Diamonds event in November which brought in over \$120,000. The TFSD also participated in the Avenues for Hope online giving campaign to raise funds for support of student who are homeless or are at risk of being homeless.

2. District office staff will work with appointed and elected trustees to ensure a smooth transition process for any new board members.

January Update: The TFSD welcomed Jayson Lloyd to the School Board during the fall semester. Heidi Casdorff and Johnathon Lord joined the School Board Jan. 1, 2020. Michelle Lucas organized and provided training for the new board members and all board members took part in an extensive training during the January Board Work Session.

School Environment and Facilities (Modern Facilities)

1. The TFSD will continue implementing a 10-year facilities plan that includes security, HVAC, furniture, and technology updates.

January Update: All TFSD elementary schools now have more secure vestibules. Director of Operations, Ryan Bowman, continues to work with project managers to prepare for updates to the remaining three schools without secure vestibules. Mr. Bowman has developed a plan by which the district can schedule updates to the HVAC systems and furniture for all of the schools in a systematic manner. In addition, the district purchased a building next to the District Office in hopes of relocating the Support Services offices and diminishing the amount of leases the district pays on a monthly basis.

The TFSD is also exploring ways to provide additional space for Career Technical Education programs. This would ideally be done without increasing leased space. Currently, space is being leased to house the Construction program at a site that allows students from all three high schools attend. This is proving to be a good format. This may serve as a model to expand CTE offerings between the schools.

Stewardship of Resources (Fiscally Responsible)

1. The TFSD will maintain a budget that supports the mission of the district and strive to increase carryover by at least 5 percent.

January Update: The TFSD administrators have been diligent in making the most of the funding available to them and in making necessary cut backs in order to maintain a balanced budget. The combined revenue from the supplemental levy and emergency levy is significantly

less this year due to a slowing of enrollment increases. Because of this, schools saw a roughly ten percent reduction in the funds available for general supplies.

2. The TFSD will utilize the Budget Advisory Committee to provide recommendations for the need and timing of future levies, including the emergency levy and supplemental levy.

January Update: The TFSD Budget Advisory Committee convened Aug. 29, 2019 to evaluate the need for an emergency levy for the 2019-20 school year. After reviewing district financial documents, the committee voted unanimously to recommend that the school district utilize the emergency levy in the full amount available. The School Board approved this recommendation at the Sept. 9, 2020 Board Meeting.

DRAFT 2020 Day on the Hill Talking Points:

- Teacher Salaries – Thank you for your efforts!
 - We need to address top end salaries for our veteran educators to keep them in our schools.
 - The TFSD is supplementing the money supplied by the state to compensate the top end of the career ladder for their experience.
- Classified Staff
 - \$1.74 for every \$1 we receive from the State.
 - Competitive labor market – Under 3% unemployment
 - Necessary positions – Para educators, security, maintenance custodians, secretaries, food service.
- Literacy - continue the financial support - these initiatives will take time to show results. TFSD uses these funds to:
 - Provide need-based all-day kindergarten focused on literacy
 - Additional staff focused on literacy intervention
 - Staff training and coaching centered on literacy.
- Social-Emotional Learning
 - Student behaviors seem to be escalating
 - Teachers and administrators need to be armed with training on how to deal with students who come from traumatic situations.
 - There seem to be fewer students coming through our doors who know how to regulate their emotions.
- THANK YOU for literacy funding; college, career and advising funding, and leadership funding for teachers.

Motion to go into executive session:

I move that after a five-minute break the Board retire into executive session as per ID Code 74-206(1) subsections (b) and (d):

- (b) To consider student discipline.
- (d) To consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code.

Action Items:

- (1) Student discipline;