

**TWIN FALLS SCHOOL DISTRICT #411  
SCHOOL BOARD MEETING  
HELD AT:  
Canyon Ridge High School  
300 North College Road, Auditorium  
Twin Falls, Idaho**

**September 23, 2020  
5:00 P.M.**

**AGENDA**

**I. Call to Order - *Action***

**II. Pledge of Allegiance**

**III. Procedural Matters**

**A. *Action* Items:**

**1. Approval of Agenda (Additions and Deletions)**

**IV. Unscheduled Delegation (Audience to Address the Board)**

**V. Consent Calendar *Action***

**A. Approval of Certified Release of Contract 2020-2021**

**B. Approval of New Certified Employee**

**C. Approval of New Classified Employees/Transfers**

**D. Approval of Classified Personnel Resignations**

**E. Approval of Extra-Curricular Employees**

**VI. Supplemental Levy Discussion (30 min) Dickinson**

**VII. Monday's during Yellow Level Schedule Discussion (10 min) Dickinson – *Possible Action***

**VIII. Instructional Update during COVID-19 (20 min) Jones/Erickson**

**IX. ISBA Region IV Update (5 min) Matsuoka/Dickinson**

**X. 2020-2025 Strategic Plan: 2020-2021 Yearly Action Plan (25 min) Craner - *Action***

**XI. Close Contact Protocol Discussion (5 min) Dickinson/Brulotte**

**XII. Action: Executive Session as per ID Code 74-206(1) subsections (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 items after executive session:**

**1. Student discipline action.**

**XIII. Adjournment *Action***

**MISSION**

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

# 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 2020-2021**

[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](http://www.tfsd.org)

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

Date: September 17, 2020

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

From: Sonia DeLeon, Human Resources Manager

Re: Certified Release of Contract for 2020-2021 School Year

The following certified employee has submitted a resignation letter requesting to be released from her contract:

- Kathy Hensley, Teacher – Language Arts at Bridge Academy

The Human Resources Department recommends to the Superintendent and the Board of Trustees that this individual be released from her contract, as suitable replacement has been secured.



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

Date: September 17, 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 2020-2021 school year:

Jared Lemon	Safety & Security Aide at Robert Stuart Middle School
McKenna Ficklin	Para educator (Literacy) at Perrine Elementary School

The individuals listed below are current employees that has accepted a transfer within the district for the 2020-2021 school year.

**NAME**

**POSITION**

Heather Smurthwaite	Para educator (Behavior) at Twin Falls High School
Riley Cooper	Warehouseman (Head) at District Wide

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.

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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: September 10, 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 2020-2021 school year:

Melody Irish	Playground Aide	Rock Creek Elementary School
Mandy Humphries	Para educator – Preschool	Harrison Elementary School
Melody Cameron	Computer Assistant	Perrine Elementary School
Chad Stewart	Custodian	Twin Falls High School
Christine Schmidt	Para educator – Title	Sawtooth Elementary School
Rhonda Slagel	Para educator – Title	Bickel Elementary School
Pamela Christiansen	Para educator – Title	Perrine Elementary School
Jennifer Christensen	Para educator – SPED	Lincoln Elementary School
Brad Mills	Custodian	Robert Stuart Middle School

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

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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: September 17, 2020

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

From: Sonia DeLeon, Human Resources Manager

Re: Extra-Curricular Employees

It is the recommendation of the Human Resources Department to the Superintendent and the Twin Falls School District Board of Trustees that these individuals listed below be approved for hiring. An employment letter will be issued for the 2020-2021 school year.

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

Matthew McFarlin	Middle School Dept. Coordinator – Science	Robert Stuart Middle School
Keelie Votroubek	Dance Coach (Head)	Canyon Ridge High School

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

William Brulotte  
Associate Superintendent

# Supplemental Levy Renewal

**Current supplemental levy:** \$5 million per year

**Uses of supplemental levy:** The supplemental levy is a revenue source that helps to maintain all programs in the TFSD. It primarily pays for staff including teachers, security aids, custodians, paraprofessionals, etc. but also helps pay for supplies and materials.

**2020-2021 Budget cuts:** \$2 million (see below)

**2019-2020 Budget holdback (state):** 1% (\$450,000)

**2020-2021 State reduction (state):** 5%

**2019-2022 CARES money:** approximately \$1.4 million (Spring 2020); \$3 million (Fall 2020)

**2020-2021 reserves (carryover and contingency):** Approximately \$3 million (5%). Much of this money is due to CARES and will be used to mitigate COVID-19 and provide protection against additional state holdbacks.

**Bond refinance:** The TFSD refinanced our bonds lowering the interest from 4.36% to 1.65%. This saved our community \$13.7 million in interest! We were able to drop the total property tax levy amount by over \$1 million per year which equates to about \$27 per \$100,000 savings to property owners.

Looking at our bond fund, we are in a position where we could drop another \$1 million from collections should the committee desire to raise the supplemental without raising property taxes. In other words, we can consider asking voters to allow us to shift what they are paying from bond repayment to operations.

## **Supplemental Levy Options:**

1. Don't seek renewal and reduce TFSD budget by \$5 million per year
2. Seek to reduce the supplemental levy amount and reduce TFSD budget accordingly
3. Seek to renew the supplemental levy at the current amount (\$5 million)
4. Seek to raise the amount of the levy and reduce collections for bond repayment to offset taxes (amount could range from \$5 million to 6 million and would not raise taxes)

**Priority of funds:** Any additional revenue will be used to bring back staff eliminated as part of the budget reductions and be used to maintain carryover to ensure additional cuts are not necessary due to any reduction in state funding.



<b>2020-2021 Budget Reductions</b>	
<b>Budget Reductions</b>	<b>Savings</b>
Eliminate 1 Elementary VP position <b>(COMPLETE)</b>	-\$100,000.00
Eliminate 1 HS AD position <b>(COMPLETE)</b>	-\$94,000.00
Bridge Academy administrative adjustment <b>(COMPLETE)</b>	-\$15,000.00
District office admin salary freeze and a total of 2 new furlough days (4 total) <b>(COMPLETE)</b>	-\$15,000.00
Suspend \$250 PD stipend for all administrators*** <b>(COMPLETE)</b>	-\$10,000.00
Freeze admin salaries <b>(COMPLETE)</b>	\$0.00
Freeze classified salaries <b>(COMPLETE)</b>	\$0.00
Reduce 22 classified positions <b>(COMPLETE)</b>	-\$870,000.00
Eliminate Tech Coach position and GT Facilitator position-reassign employees <b>(COMPLETE)</b>	-\$135,000.00
Reduction in Director of Elementary/Secondary Director budgets <b>(COMPLETE)</b>	-\$150,000.00
ARTEC budget reduction <b>(COMPLETE)</b>	-\$60,000.00
Eliminate/suspend retention bonus for classified <b>(COMPLETE)</b>	-\$47,000.00
Go online with District Focus <b>(COMPLETE)</b>	-\$12,000.00
Eliminate summer paint/mow crew <b>(COMPLETE)</b>	-\$50,000.00
<b>Total</b>	<b>-\$1,558,000.00</b>
<b>Contract Recommendations for Negotiations</b>	<b>Savings</b>
Freeze movement on career ladder <b>(COMPLETE)</b>	\$0.00
Eliminate/suspend \$250 PD stipend for cert/admin-January*** <b>(COMPLETE)</b>	-\$150,000.00
Change to PacificSource Insurance (use funds for PD days instead of the general fund) <b>(COMPLETE)</b>	-\$300,000.00
<b>Total</b>	<b>-\$450,000.00</b>
<b>Grand Total</b>	<b>-\$2,008,000.00</b>
<b>loss of emergency levy</b>	<b>\$650,000.00</b>
<b>Difference</b>	<b>-\$1,358,000.00</b>

\*\*\*Should the district's projected carryover for 2021 meet or exceed \$2.2 million, the TFSD will pay out the \$250 stipend to employees by the end of June 2021.

## **Proposed Change to Monday Schedule**

**Challenge:** Secondary teachers are being asked to keep online classes up to date as well as their face to face classroom. Due to the number of students out of school on any given day, and the fact the yellow schedule has all students in class, teachers are struggling to provide consistent, high quality instruction in both face to face and distance formats. The goal is for students to easily transition between face to face and digital.

At the elementary level, teachers are not required to deliver their class between both digital and face to face; however, absenteeism requires teachers to pull together more work to be completed at home.

### **Proposal--Yellow Schedule Change:**

**Secondary:** Two options.....

1. Release time on Monday will be moved back to the ½ day schedule providing for another 1-2 hours of time for teachers to complete work related to their online delivery of instruction.
2. Monday will become an online day for all students. Students will receive instruction equivalent to 4 hours of instruction. Teachers will provide instruction for the day and have time to plan face to face and online instruction for the week.

**Elementary:** Two options

1. Continue with early out Monday (2:00 release) but continue with the practice of admin not scheduling meetings during collaboration time. Teachers will have this time to prepare lessons, gather materials of absent students, and/or collaborate with colleagues.
2. Move release time to ½ day schedule (impacts kindergarten)

### **Green Schedule:**

A decision will be made on whether or not to continue with this modified Monday plan at the time the district considers changing levels.

**Secondary**

	Staff			Patrons		
	<u>Respondents</u>	<u>Percentage</u>	<u>Ranking</u>	<u>Respondents</u>	<u>Percentage</u>	<u>Ranking</u>
<b>1/2 day</b>	131	30%	2	1332	49%	2
<b>Online day</b>	309	70%	1	1380	51%	1
<b>Total</b>	440			2712		

**Elementary**

	Staff			Patrons		
	<u>Respondents</u>	<u>Percentage</u>	<u>Ranking</u>	<u>Respondents</u>	<u>Percentage</u>	<u>Ranking</u>
<b>Continue current</b>	128	33%	2	1079	47%	1
<b>1/2 day</b>	147	38%	1	509	22%	3
<b>Online day</b>	115	29%	3	687	30%	2
<b>Total</b>	390			2275		

Elementary Online Learning and Fall IRI Data  
Board Update  
September 23, 2020

**Current Enrollment in our IDLA online option:**

**Kindergarten: 41**

**First Grade: 52**

**Second Grade: 48**

**Third Grade: 66**

**Fourth Grade: 81**

**Fifth Grade: 54**

**Total: 342**

These students are receiving their ELA and Math Instruction through IDLA. IDLA is using the PathBlazer online program, which is a program that adapts to the student performance level. Students work in this program for their independent practice and are in online live teaching sessions with the teacher daily for lessons in both ELA and Math. IDLA provides tech support for the IDLA portions of the student's schooling. The IDLA sections did not begin with their work with families until September 14, so this portion is fairly new. Families will receive progress reports for the IDLA teachers every 2 weeks throughout the year.

IDLA has not provided elementary courses until this fall, so this is a new adventure for all involved!

These students are also assigned to a TFSD online teacher for their grade level. These teachers are providing instruction and assignments for Social Studies and Science and they also provide google meetings for the classes to participate in to have interaction with their peers, build relationships, etc.

The teachers have broken their grade level into groups of around 20-25 for these class meetings, so that they are manageable sizes.

The TFSD teachers also provide daily office hours so that families can log in and get assistance with school work or tech support as needed. The district IT has also provided some tech support for problems that occur that are more than the teacher can assist with.

The TFSD online teachers are the liaison between the district and IDLA if there are issues for families and we are all learning to navigate this new territory.

We have an elementary principal who is serving as the supervisor for the online program and she has done an outstanding job working with our teachers and assisting students and families as needs arise.

The instruction, assignments and student work has been really fun to see as the teachers share some of their work with us. I am really proud of the work our TFSD online teachers are doing.

### **Venture Upward Online Option**

**Kinder: 20**

**First Grade: 18**

**Second Grade: 27**

**Third Grade: 30**

**Fourth Grade: 25**

**Fifth Grade: 22**

**Total K-5: 142**

In this program, students have required curriculum and families also have flexibility in choosing which programs to use in some areas. The teacher for the program gives families guidance in their curriculum choices.

Students progress and activity is tracked by the Venture Upward teacher. This program has been in place for homeschool families for a few years, but was open to other families who just wanted full online learning for their child this year.

The principal at Bridge Academy supervises this program.

We have had several families opt to move back to in person schooling, and I think was good that they got to first just focus on science and social studies, and for some it became clear quickly that online learning was not going to be a good fit for them, and we could change before we had paid for the IDLA seats. The deadline for dropping IDLA courses is September

**Total Online K-5 Students as of 9/16/2020: 484**

**IRI Fall Score Comparison**

**Fall 2019 % proficient**

Kinder: 39%

First Grade: 41.5%

Second Grade: 56%

Third Grade: 59%

**Fall 2020 % proficient (all students)**

Kinder: 43%

First Grade: 36%

Second Grade: 47%

Third Grade: 57%

**Fall 2020 % proficient (just in person students)**

Kinder: 40%

First Grade: 35%

Second Grade: 45%

Third Grade: 56%



## Secondary Online Learning

### Board Update

September 23, 2020

Current enrollment in our IDLA online option (students taking 4 or more IDLA courses):

O'Leary Middle School: 70

Robert Stuart Middle School: 75

South Hills Middle School: 85

Canyon Ridge High School: 146

Magic Valley High School: 19

Twin Falls High School: 116

Total: 511

The administrators and counselors at each school have done an outstanding job meeting the unique and individualized needs of each student and family. The customer service this year could be likened to that of Nordstrom's where employees are empowered to do whatever is best for the customer. Our administrators and counselors have come up with creative and unique solutions to the wide variety of requests from our parents and students. We have students that are taking 3 IDLA courses, band at the school, and an online dual credit course CSI. This is just one example of the extraordinary efforts our staff have taken to accommodate our students and parents.

The Twin Falls School District currently has 1,886 secondary students taking or enrolled to take 5,594 courses. 1,375 students are taking between one and 3 courses. Some of them are taking courses in the IDLA labs and the others are taking overload courses on their own time to meet graduation requirements sooner or to take dual credit courses to expedite their post-secondary education. In order for students to be counted as full-time, they need to be enrolled in at least 5 classes. Of the 511 students taking 4 more courses, some of the students are taking

overload courses in the evening and taking a full load of courses during the school day. Additionally, several students are taking 4 IDLA courses and one or 2 electives at their home school. Parents have reported that they wanted to have minimal exposure to large groups of students at school, but still wanted access to CTE, music, art, and other electives. We project that we have between 165 – 180 fully online middle school students and about 230 – 250 fully online high school students.

Over the past 2 weeks, we have had several students at each school request to come back to school face-to-face because the online learning was not working for them. Additionally, between 10% and 15% of the fully online students are struggling with online learning. Special education teachers are working with students that are struggling with the online platform. We are also trying to provide these students with guidance and direction to help them make the best decision about their educational options.

All of the fully online students are also enrolled in an advisory course so that one of our teachers can follow up with them and track progress. IDLA has made me a site coordinator so that I can go in and check student progress and grades. IDLA does progress reports every 2 weeks and posts grades in the student information system and emails them to parents and students.

#### Venture Upward Online Option:

As you may know, Venture Upward is a homeschool option. Venture Upward provides families with funding to purchase technology to access online resources and for online content and curriculum.

6<sup>th</sup> Grade - 18

7<sup>th</sup> Grade – 17

8<sup>th</sup> Grade - 17

Total 6<sup>th</sup> – 8<sup>th</sup> - 52

**TFSD 2020-25 Strategic Plan:  
2020-21 Yearly Action Plan**

**Life Ready Students**

1. The District will effectively address challenges related to the loss of instruction time due to COVID-19. This includes closing achievement gaps and implementing programs designed to meet the needs of families in Twin Falls.
2. The District will demonstrate continuous improvement in academic achievement. This includes a variety of data points from various academic indicators from each school.
3. The District will increase the number of grade levels at or above the state average on ISAT and IRI and/or demonstrate continued growth in these areas. In addition, demonstrate positive trends in SAT and graduation rates.
4. Each principal will work with their director and the superintendent in the fall to collaboratively set goals for the year. Evaluate progress at the end of the school year.

**Quality Learning Opportunities**

1. The Superintendent and Directors will effectively communicate and implement the reopening plan created by the HEAL Taskforce. Reports will be made at each Board meeting this coming year.
2. District Personnel will ensure the system effectively and efficiently modifies and adjusts practices as needed in order to ensure the continuation of high impact programs during crisis situations and ensure that these changes are effectively communicated.
3. The Superintendent in collaboration with the Secondary Programs Director and principals will continue expanding CTE programs while promoting a technical center and/or partnership with CSI. Increase enrollment in CTE programs at the high schools, and opportunities for TFSD students at all levels, recognizing that this may be difficult this year due to challenges related to mitigating COVID-19.
4. The Secondary Programs Director and Secondary Personnel will maximize advanced opportunities funding as demonstrated by student utilization.
5. The District will complete the process of attendance zone adjustments (if any) to ensure a more even distribution of students at the elementary level.

**A Healthy Learning Community**

1. The District will support the implementation of strategies designed to promote and foster an environment of wellness for staff and students. Reports will be given during the Strategic Plan Board Updates.

### **Quality Personnel**

1. The District will 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.

### **School Community Public Relations**

1. District Administrators will be visible throughout the district and community. The Superintendent will attend 3 school events at each school during the year, and attend a school faculty meeting or collaboration session once a week. In addition, District Administrators will attend community events and collaborate with other community leaders.
2. The Superintendent will continue utilizing the Highlights of the Week to be sent out each Friday.
3. The Superintendent will continue providing the Board with an update each week.
4. The Superintendent will meet with each Board member individually during the 2020-2021 school year to ensure open communication.

### **School Environment and Facilities**

1. The Superintendent will work with the Director of Operations to continue the implementation of the 10-year long-range plan for facilities. Topics include security, HVAC, furniture, and technology.

### **Stewardship of Resources**

1. The Superintendent will ensure an accurate and responsible budget is created and implemented for 2020-2021 that maintains programs, takes care of employees, and keeps the district in sound financial condition.
2. The District will effectively manage CARES funds in a responsible manner.
3. The Superintendent in collaboration with the Finance Department will continue ensuring transparency with the budget and any challenges that arise in the coming year.
4. The District will continue efforts to increase carryover to a minimum of 5% in unrestricted funds.
5. The Superintendent will lead the Budget Advisory Committee through the decision-making process related to the emergency levy and upcoming supplemental levy.

## Continuous Improvement Measures

Performance Metric	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
	2019 cohort	2020 cohort
4-year cohort graduation rate	85%	85%
% students who meet the college ready benchmark on the college entrance exam (SAT/ACT)	47%	47%
% students who score proficient on the 8th grade math ISAT	42%	42%
% students who score proficient on the 8th grade ELA ISAT	55%	55%
% students who score proficient on the 6th grade math ISAT	44%	44%
% students who score proficient on the 6th grade ELA ISAT	56%	56%
% students who score proficient on the Kindergarten Spring IRI	63%	63%
% students who score proficient on the Grade 1 Spring IRI	67%	67%
% students who score proficient on the Grade 2 Spring IRI	75%	75%
% students who score proficient on the Grade 3 Spring IRI	73%	73%

### **Close Contact Definition**

**Rationale:** So far the survey of excluded students is showing a very low infection rate (1-2 out of 135) of about 1.5% or less. Due to the fact it is so important for students to be in school, and because the risk of catching COVID in the cases described in the sample language below appears to be low, the TFSD Board of Trustees may want to consider changing the definition of a close contact. This sample draft language is based on the guidance of the American Academy of Pediatrics and World Health Organization.

*Close contact **may** be defined as within 3 feet for 15 minutes in the following situations:*

- 1. The Infected student/staff member and those in close contact were wearing face coverings covering the mouth and nose at all times, and*
- 2. The infected student/staff member was not having symptoms likely to spread the virus (i.e. coughing, sneezing, etc.), and*
- 3. Contact was in a controlled environment where infected the student/staff was not exerting himself/herself (i.e. sitting/working at their desks)*

*Determination on risk level will be made on a case by case basis.*

In addition, data will continue to be collected regarding secondary spread in order to ensure data continues to support this change in practice.



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; and
- (d) to consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code.