

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

Virtually, go to [www.tfsd.org](https://us02web.zoom.us/j/84808768257?pwd=dWhlY3F3YlRDUjBRSXMvMlJydkN5Zz09) for link to Zoom Meeting:
<https://us02web.zoom.us/j/84808768257?pwd=dWhlY3F3YlRDUjBRSXMvMlJydkN5Zz09> or Dial:
+1 669 900 6833 or +1 253 215 8782: Meeting ID: Meeting ID: 848 0876 8257 Passcode: 817919

PLEASE SEE PAGE 2 OF THIS AGENDA FOR BOARD MEETING PROTOCOLS

February 8, 2021

7:00 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 Delegations (Audience to Address the Board)

Please note: Clerk of the Board must receive completed request form before meeting starts; time to address the Board is limited to 3 minutes each; and total time allotted for public comment will not exceed one (1) hour.

V. Consent Calendar **Action**

A. Approval of Minutes from the January 11 and 27, 2021 meetings

B. Approval of Board Financial Reports

C. Approval of Building Financial Reports

D. Approval of Accounts Payables and Payroll

E. Approval of Contracts for Private Service Providers (PSP)/Consultants/Other

F. Approval of Certified Personnel Resignation

G. Approval of Certified Retirement

H. Approval of New Classified Employees

I. Approval of Classified Personnel Resignations

J. Approval of Extra Curricular Employees

K. Approval of Early Graduation Requests

VI. Superintendent's Report

A. Certified Employee of the Month – Magic Valley High School & Support Services

B. Classified Employee of the Month – Magic Valley High School & Support Services

VII. Instruction

A. Information Items:

1. Building Reports

a. Rock Creek Elementary School – Shari Cowger

b. Magic Valley High School - Roger Keller

c. Pillar Falls Elementary School - Nancy Murphy

2. 2021-2022 School District Calendar

3. Future Schedule Discussion

B. **Action** Items:

1. 2021-2022 School District Calendar

2. Future Schedule (action if needed)

The School District Board Room is accessible to the physically disabled. Interpreters for persons with hearing impairments, and brailled or taped information for persons with visual impairments, can be provided upon 5 days' notice. For arrangements, contact Sonia DeLeon at 733-6900.

VIII. Budget and Finance

A. Information Items:

1. District Monthly Financial Report – 2020-2021 Budget Report

B. **Action** Items: (None)

- With social distancing and the limit of 50 people per room as set by State of Idaho Stage 3 Stay Healthy Order our meeting room can hold a maximum of 26 people.
- Overflow rooms will be available if you choose to watch via Zoom onsite.
- Face coverings are required and will be available at the entrance.

- IX. Personnel
- A. Information Items: (None)
 - B. **Action** Items: (None)
- X. Board Goals
- A. Information Items: (None)
 - B. **Action** Items: (None)
- XI. Future Agenda Items
- A. ISBA's Legislative Day on the Hill Conference Reminder - February 15th Virtually
 - B. February 24, 2021 Meeting – Building Reports from Steve Hoy, Morningside; Tyler Matlock, Oregon Trail; Michelle Brewer, Bickel; and Cheri McKenzie, Lincoln.
- XII. **Action:** Executive Session as per Idaho Code 74-206(1) Subsections (b), (d), and (j):
- (b) to consider student discipline; and
 - (d) to consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code; and
 - (j) to consider labor contract matters authorized under section 74-206 (1)(a) and (b), Idaho Code.
- Action** items after executive session:
- (1) Student discipline action

XIII. Adjournment **Action**

Twin Falls School District #411 February 8, 2021 School Board Meeting Protocols

School Board meetings are bound by the State of Idaho Stage 3 Stay Healthy Order requiring gatherings to be limited to 50 or fewer people and social distancing. In order to comply, this meeting scheduled for 7:00 p.m. on February 8, 2021, will be held both in-person and virtually through Zoom. The TFSD #411 will provide classrooms at Canyon Ridge High School where community members can watch the live stream if desired, once the capacity of the meeting room is met. Each classroom will have a capacity limit based on social distancing guidelines. In addition, the TFSD #411 Board of Trustees requires all attendees to wear a face covering. For unscheduled delegations wishing to address the Board there are two options:

1. Contact the Clerk of the Board, Michelle Lucas, by 4:00 p.m. on Monday, February 8th to be scheduled to address the Board via Zoom. She can be reached at 208-733-6900.
2. Sign up at Canyon Ridge High School prior to the meeting. Speakers will wait in one of the classrooms until called to address the board.

Zoom Link:

<https://us02web.zoom.us/j/84808768257?pwd=dWhlY3F3YIRDUjBRSMvMIjYdkN5Zz09>

Dial by your location

- +1 408 638 0968 US (San Jose)
- +1 669 900 6833 US (San Jose)
- +1 253 215 8782 US (Tacoma)
- +1 346 248 7799 US (Houston)
- +1 646 876 9923 US (New York)
- +1 301 715 8592 US (Washington D.C)
- +1 312 626 6799 US (Chicago)

Meeting ID: 848 0876 8257

Passcode: 817919

Per Board Policy 4105, the comment period will not exceed one hour and speakers are limited to three minutes. In addition, the Chair may also deny an individual the opportunity to address the Board if the individual has previously addressed the Board on the same subject within the past two months. Public comment will be taken on matters scheduled on the agenda.

WORKING WITH YOUR SCHOOL BOARD

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

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

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

1. The first and most effective step is to take the concern to the staff member who is closest to the problem. (In many cases, this will be the teacher, coach, etc.) We have found that most problems are resolved at this level.
2. If there is still a concern on the matter, we then recommend that the concern be brought to the attention of the Principal. We have found that unresolved concerns from item #1 are usually resolved satisfactorily by the building administrator.
3. If the concern is not satisfactorily resolved at that level, then the concern should be taken to the Director of Elementary Programs or Director of Secondary Programs.
4. If the concern is not satisfactorily resolved at that level, then the concern should be taken to the Superintendent of Schools. Difficult concerns can usually be resolved.
5. However, if the patron still feels the concern has not been properly resolved he/she may use the right of appeal to the Board of Trustees. This is done by calling or writing to the Superintendent and asking for the item to be placed on the agenda of the next regularly scheduled board meeting.
6. If you desire to address the board, we would like you to be as comfortable as possible. As a board, we hold public meetings, which are not public forums and therefore have rules, which are necessary for the benefit of all. The following guidelines will assist you as you present your information to the board.
 - A. Prepare your thoughts ahead of time. Usually a brief written outline handed to each board member helps the board follow your presentation. This outline would also give them something upon which to make notes as you speak.
 - B. If a group is involved, select one individual to be your spokesperson. He/she can then guide the presentation with the board and help the board chair in directing questions to the group.
 - C. Plan your presentation to be as brief as possible. This should include a question/answer period. If more time is needed it is best to give a complete written presentation to the board for their future study. If you give more than five to six minutes of testimony, time restraints will make it difficult for the board to respond that same evening.
 - D. Usually the board will direct the administration to help resolve the concerns and ask for a report back to the board at a later date. However, please remember a solution may take time to be resolved.

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

Thank you for coming. Please come again.

Your Board of Trustees

TWIN FALLS PUBLIC SCHOOLS

School District No. 411

201 MAIN AVENUE WEST

TWIN FALLS, IDAHO

83301

(208) 733-6900

January 11, 2021

7:00 p.m.

- I. Call to Order - The Board of Trustees of School District No. 411, Twin Falls County, State of Idaho, met in its regular monthly meeting at Canyon Ridge High School boardroom #301 located at 300 North College Road, Twin Falls, Idaho, at the hour of 7:00 p.m., on Monday, January 11, 2021. The following trustees were present: Chairman Bryan Matsuoka; Vice Chairman Paul McClintock; Trustees, Heidi Casdorff, Jonathan Lord, and Jayson Lloyd. There were also present Superintendent of Schools, Brady D. Dickinson; Board Clerk, Michelle Lucas; Associate Superintendent, Bill Brulotte; as well as directors, interested patrons, employees, and the news media. Due to State of Idaho social distancing and gathering restrictions, overflow rooms with the meeting projected on screens, were provided each time the 10 person limit was reached. The meeting was also streamed via Zoom.
- II. Pledge of Allegiance - The Board of Trustees stood and recited the Pledge of Allegiance.
- III. Procedural Matters Action Items:
 1. Approval of Agenda (Additions and Deletions) – Chairman Bryan Matsuoka asked if there were any additions or deletions to the agenda. There were none. Vice Chairman McClintock moved to approve the agenda. Trustee Lord seconded the motion. The motion passed unanimously.
 2. Chairman Matsuoka asked for nominations for the office of chairman of the board for Twin Falls School District #411. Vice Chairman McClintock moved to nominate Bryan Matsuoka as chairman of the board. Trustee Casdorff seconded the motion. With no other nominations, Trustee Lloyd moved to close the nominations for chairman. Trustee Lord seconded the motion. Motion passed. Trustee Casdorff moved to approve Bryan Matsuoka as Chairman. Trustee Lloyd seconded the motion. Motion passed unanimously. Chairman Matsuoka opened the floor for nominations for Vice Chairman. Trustee Lloyd moved to nominate Jonathan Lord as vice chairman of the board. Trustee McClintock seconded the motion. With no other nominations, Trustee Lloyd moved to approve Jonathan Lord as Vice Chairman. Trustee Casdorff seconded the motion. Motion passed unanimously. Bryan Matsuoka will remain Chairman of the board and Jonathan Lord is now Vice Chairman of the Twin Falls School District #411.

3. Trustee McClintock moved to appoint Michelle Lucas as Clerk of the Board, Bob Seaman as Treasurer of the Board, and Naomi Briggs and Rachel Youren as Assistant Treasurers of the Board. The motion was seconded by Trustee Lloyd. Motion passed unanimously.
 4. Trustee McClintock moved to approve the meeting schedule submitted for January 2021 – January 2022 board meetings as presented in the draft notice. The board will meet on the second Monday and the fourth Wednesday at 7:00 p.m. with the exception of the second meetings of the months of May, June, August, November, and December. The first meeting of each month will serve as the board's business meeting and the second meetings of the month will serve as board building reports or board work-sessions. Meetings will be held at Canyon Ridge High School boardroom #301 located at 300 North College Road unless posted otherwise. The motion was seconded by Trustee Lloyd. Motion passed unanimously.
 5. Trustee Lord moved to set the agenda and notice posting locations, as we have been, on the district website and at the administration office. Trustee McClintock seconded the motion, Motion passed unanimously.
 6. Trustee McClintock moved to set the signatories for Twin Falls School District #411 when not covered by a specific policy as Board Chair, Superintendent, Associate Superintendent and/or Superintendents Designees. Trustee Lloyd seconded the motion. Motion passed unanimously.
- IV. Unscheduled Delegations (Audience to Address the Board) – Chairman Matsuoka asked if there was anyone wishing to address the Board. There was no one.
- V. Consent Calendar – Trustee McClintock moved to approve the consent calendar which included: minutes from the December 14, 2020 meeting; board and building financial reports; accounts payable and payroll; private service providers (PSP)/consultants/other contracts: Idaho Office for Refugees, and Miller Behavior Group; new certified employees: Donald Ritchey, Jessica Smith, William Hartley, Julie Davis, and Mike Ridgeway; certified release of contract for 2020-2021 school year: Shawnee Zelenka; new classified employees: Emily Long, and Ann Sirochman; district transfers: Hillary Sharp and Gayla Blanton; and classified resignations from Jared Lemon, Danielle Bullock, and Katie Horner. The motion was seconded by Trustee Casdorph. Motion passed unanimously.
- VI. Superintendent's Report
- A. Superintendent Dickinson announced the certified employee of the month from Bickel Elementary School for the month of January as Michelle Brewer, principal.
 - B. Superintendent Dickinson announced the classified employee of the month from Bickel Elementary School as Dale Richmond, secretary. Superintendent Dickinson read a brief resume' and their gift, plaque, and gift certificates for Norm's Café will be delivered to their school.
- VII. Instruction A. Information Items: None

VII. Instruction B. Action Items: None

VIII. Budget & Finance A. Information Items:

1. Child Nutrition Program food bids for the 2nd half of the year were shared. The last five years bid amounts were also shared for comparison. The total bid is for \$227,485.13. Mr. Brulotte shared that currently Child Nutrition is serving 4,000 meals per day which is half of what it was last year. The Board discussed the decrease. Superintendent Dickinson recommends approval.

VIII. Budget & Finance B. Action Items:

1. After a brief discussion, Trustee Lloyd moved to approve the 2nd half school lunch bids in the amounts recommended by the Child Nutrition Supervisor, Lori Reith in the amounts of: Shamrock Foods (FSA) \$1,317.68; Nicholas & Company, Inc. \$6,035.20; Sysco Idaho \$665.70; Northwest Distribution \$8,962.50, and Nicholas & Company, Inc. weekly 2nd ½ \$210,504.05 for a total of \$227,485.13. Trustee McClintock seconded the motion. Motion passed unanimously.

IX. Personnel A. Information Items: None

IX. Personnel B. Action Items: None

1. Director of Community Relations, Eva Craner touched on the changes that were presented at the last board meeting, this is a 2nd reading. Policies and procedures were: 3085P Title IX Sexual Harassment Grievance Procedure, Requirements, and Definitions – COMPLETE POLICY REPLACEMENT, 3085F Sexual Misconduct Reporting Form for Students, 3285 Relationship Abuse and Sexual Assault Prevention and Response, 3290 Sexual Harassment and Intimidation of Students, 3340 Corrective Actions and Punishment, 4120 Uniform Grievance Procedure, 4120F Uniform Grievance Form, 5240 Sexual Harassment & Sexual Intimidation in the Workplace, 5275 Adult Sexual Misconduct Directed to a Student, 5620 Safety Management Program and District Personnel – NEW, 5800P Classified Employee Grievance, and 8605 Retention of District Records. Trustee Lloyd moved to approve policies/procedures as recommended. Vice Chairman Lord seconded the motion. After a brief discussion, motion passed unanimously.

X. Board Goals A. Information Items:

1. The Board finalized the agenda for the January 27th board work session adding the new COVID protocols for athletic events.
2. Twin Falls School Board of Trustees read through and signed their Code of Ethics.

X. Board Goals B. Action Items:

1. The Board reviewed the district committee list for Board of Trustees and decided which trustees would take each committee. Vice Chairman Lord moved to approve the board committee representatives as amended. Trustee Lloyd seconded the motion. Motion passed unanimously.

XI. Future Agenda Items:

1. The next board meeting is scheduled for January 27, 2021.
2. The next regular board meeting is scheduled for February 8, 2021
3. Idaho School Board Association Legislative Day on the Hill is scheduled for February 15th and 16th, 2021 virtually.

XII. Executive Session

Since there was no other business to come before the Board in open session, Trustee McClintock moved that the Board retire into executive session as per Idaho Code 74-206(1) subsection (b) to consider student discipline; (d) to consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code. Trustee Casdorph seconded the motion. Chairman Matsuoka asked Board Clerk, Michelle Lucas to poll the board. Roll call vote is as follows:

Chairman Bryan Matsuoka – Yes

Vice Chairman Jonathan Lord – Yes

Trustee Jayson Lloyd – Yes

Trustee Heidi Casdorph – Yes

Trustee Paul McClintock – Yes

Motion carried. The Board convened into executive session at 7:38 p.m.

The Board returned to open session at 7:49 p.m. Student discipline was discussed from 7:39 p.m. to 7:49 p.m. Trustee McClintock moved to uphold the hearing officer's recommendation to expel two (2) students from the Twin Falls School District #411; one for "Time Served", and one for an indefinite period and that these students be expelled from school as defined in Idaho Code 33-205 and that these students be placed under the purview of the Juvenile Correction Act, Idaho Code 20-510 and 20-511. Vice Chairman Lord seconded the motion. Trustee Casdorph abstained. Motion passed.

Meeting adjourned at 7:50 p.m.

ATTEST:

Chairman, Bryan Matsuoka

Clerk, Michelle Lucas

TWIN FALLS PUBLIC SCHOOLS

School District No. 411

201 MAIN AVENUE WEST

TWIN FALLS, IDAHO

83301

January 11, 2021

The Board of Trustees of Twin Falls School District #411 met in executive session on Monday, January 11, 2021 at 7:38 p.m., at Canyon Ridge High School boardroom #301 located at 300 North College Road, Twin Falls, Idaho. Chairman Bryan Matsuoka conducted the meeting. Vice Chairman Jonathan Lord, Trustees Jayson Lloyd, Heidi Casdorph and Paul McClintock, Superintendent, Brady Dickinson; Board Clerk, Michelle Lucas; and Associate Superintendent, Bill Brulotte; were also present.

Since there was no other business to come before the Board in open session, Trustee McClintock moved that the Board retire into executive session as per Idaho Code 74-206(1) subsection (b) to consider student discipline; (d) to consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code. Trustee Casdorph seconded the motion. Chairman Matsuoka asked Board Clerk, Michelle Lucas to poll the board. Roll call vote is as follows:

Chairman Bryan Matsuoka – Yes

Vice Chairman Jonathan Lord – Yes

Trustee Jayson Lloyd – Yes

Trustee Heidi Casdorph – Yes

Trustee Paul McClintock – Yes

Motion carried. The Board convened into executive session at 7:38 p.m.

The Board returned to open session at 7:49 p.m. Student discipline was discussed from 7:39 p.m. to 7:49 p.m. Trustee McClintock moved to uphold the hearing officer's recommendation to expel two (2) students from the Twin Falls School District #411; one for "Time Served", and one for an indefinite period and that these students be expelled from school as defined in Idaho Code 33-205 and that these students be placed under the purview of the Juvenile Correction Act, Idaho Code 20-510 and 20-511. Vice Chairman Lord seconded the motion. Trustee Casdorph abstained. Motion passed.

Meeting adjourned at 7:50 p.m.

ATTEST:

 Chairman, Bryan Matsuoka

 Clerk, Michelle Lucas

TWIN FALLS PUBLIC SCHOOLS

School District No. 411

201 MAIN AVENUE WEST

TWIN FALLS, IDAHO

83301

(208) 733-6900

January 27, 2021

5:00 p.m.

- I. Call to Order - The Board of Trustees of School District No. 411, Twin Falls County, State of Idaho, met in its regular monthly meeting at Canyon Ridge High School boardroom #301 located at 300 North College Road, Twin Falls, Idaho, at the hour of 5:05 p.m., on Wednesday, January 27, 2021. The following trustees were present: Chairman Bryan Matsuoka; Vice Chairman Jonathan Lord, Trustees Heidi Casdorph, and Jayson Lloyd. There were also present Superintendent of Schools, Brady D. Dickinson; Board Clerk, Michelle Lucas; Associate Superintendent, Bill Brulotte; as well as directors, interested patrons, employees, and the news media. Due to State of Idaho social distancing and gathering restrictions, overflow rooms with the meeting projected on screens, were provided each time the 10 person limit was reached. The meeting was also streamed via Zoom. Trustee Paul McClintock was unable to attend.
- II. Pledge of Allegiance - The Board of Trustees stood and recited the Pledge of Allegiance.
- III. Procedural Matters Action Items:

Approval of Agenda (Additions and Deletions) – Chairman Matsuoka asked if there were any additions or deletions to the agenda. There were none. Vice Chairman Lord moved to approve the agenda. Trustee Casdorph seconded the motion. The motion passed unanimously.
- IV. Unscheduled Delegations (Audience to Address the Board) – Chairman Matsuoka asked if there was anyone wishing to address the Board. There was no one.
- V. Consent Calendar

Trustee Lloyd moved to approve the consent calendar, which included: administrator retirement for Teresa Jones as Director of Elementary Programs; certified retirement from Karla Lucas; certified release of contract for Diane Nelson; new classified employees: Caryl Miller, Victor Martinez, Addie Hall, and Jenny Castleberry; classified in district transfer for Robbi Gibson; classified resignations from Taylar Johnston, and Brycen Rogers; new extra-curricular employees: Daniel Gardner, Jason Cornwell, Daniel Green, Jasmine Robertson, and Jared Sorenson; current active guest teacher list; current temporary employee list; and early graduation requests for Colby Hagan (CRHS) and Spencer Lauda (TFHS). The motion was seconded by Vice Chairman Lord. Motion passed unanimously.

VI. Student Panel Discussion with the Board

The Board had a thirty minute discussion with a panel of six students: 5th graders from Pillar Falls Elementary School: Grace Hurd and Jackson Caywood; 8th graders from South Hills Middle School: Bronson Fennel and Besiha Larsen; 12th graders from Twin Falls High School: Josh Mix and Raleigh Brittain. The Board asked questions about the student's experiences at their schools with online schooling; learning with COVID concerns; how they feel about online Monday's; what they think of the hybrid schedule and the schedule now; and their highlight of the year so far. After a great discussion with the students, the Board thanked the students for their feedback and participation.

VII. Legislative Update

Superintendent Dickinson gave a legislative update on the work being done on the Governor's order to freeze the salary allocation which froze the career ladder. The District was notified that the freezing of the career ladder wasn't going to stick for the full 2020-2021 school year. When they unfreeze the salary allocation the money needed to backfill the career ladder will be taken out of discretionary money. The idea is that the CARES Act, ESSR I, and now the ESSR II money can be used to backfill what will be lost in discretionary money. There are rules and strings attached to these funds to meet all the regulations. This will be challenging for our human resources/payroll department. Because these funds are for this year, we have a need to go back and negotiate the 2020-2021 salary schedule. Also once these negotiations are finalized, we have to turn around and start negotiations for 2021-2022 school year.

Superintendent Dickinson is hopeful that this can be done before spring break. He also shared the aspect of the advanced professional rung/level. The State Department wasn't prepared to fund the new level this year. He is asking the board to authorize reopening 2020-2021 negotiations on a limited scope to establish an updated salary schedule. The District is still waiting on the action from JFAC to establish the multiplier which won't happen for the next couple of weeks. With no other questions, Vice Chairman Lord moved that due to the unfreezing of the career ladder by the state, that the Board authorize the superintendent to reopen a limited scope negotiations with the Twin Falls Education Association for the purpose of establishing an updated salary schedule for 2020-2021 school year. Trustee Lloyd seconded the motion. Motion passed unanimously. Chairman Bryan Matsuoka and Trustee Paul McClintock are the trustees on the negotiations team with superintendent and other directors. Superintendent Dickinson is hoping for middle to late February for these negotiations.

VIII. Supplemental Levy Presentation

Superintendent Dickinson presented Supplemental Levy information to the Board. The levy election will be March 9, 2021 for \$5,700,000 per year for two (2) years, for the purpose of paying all lawful expenses of maintaining and operating the District for the fiscal years beginning July 1, 2021, and ending June 30, 2023 as approved by the Board on December 14, 2020. Superintendent Dickinson shared district operating costs, per pupil spending (Idaho is 51st state in student spending), bond savings, tax relief and the amount the tax rate would decrease if levy passes. There is a public meeting that may be online only, depending on restrictions, set for February 25, 2021 at 7:00 p.m.

IX. 2015-2020 Strategic Plan Tasks Update

Director of Community Relations, Eva Craner reviewed the updated Strategic Plan action plans for 2020-2021. She touched on a few actions in each focus area: Life Ready Students, Quality Learning Opportunities, A Healthy Learning Community, Quality Personnel, School

Community Public Relations, School Environment and Facilities, and Stewardship of Resources then stood for questions from the Board. Trustees asked for a report in February on how the kids are adjusting to the non-normal-normal right now and to hear from staff on students and staff health and wellness issues. Teresa Jones and LT Erickson will give a report in February.

X. Report: Governor's Order on Gatherings and Spectators

Superintendent Dickinson shared updated information on the Stage 2 Athletics Plan for Governor's Orders on Gatherings and Spectators at school events. The most recent order, which has changed three times since January 11th, currently states that each participant may have 4 spectators each at the event or the district can use up to 40% of the gyms (rooms) capacity for each activity. It also gives specific numbers for non-participating essential personnel allowed in the room. The most recent order removed the cleaning between games because people were congregating out in smaller rooms while they waited for the gym/room to be cleaned.

XI. Future Agenda Items – Day on the Hill Talking Points

Superintendent, Brady Dickinson; Board Chairman, Bryan Matsuoka; and Trustee, Heidi Casdorph plan to attend the 2021 Day on the Hill virtually.

XII. Executive Session

Since there was no other business to come before the Board, Vice Chairman Lord moved that the Board retire into executive session as per Idaho Code 74-206(1) subsection (j): (j) to consider labor contract matters authorized under section 74-206 (1)(a) and (b), Idaho Code. Trustee Lloyd seconded the motion. Chairman Matsuoka asked the Board Clerk, Michelle Lucas to poll the board. Roll call vote is as follows: Chairman Bryan Matsuoka – Yes; Vice Chairman Jonathan Lord – Yes; Trustee Heidi Casdorph – Yes; and Trustee Jayson Lloyd – Yes. Motion carried. The Board convened into executive session at 6:29 p.m.

The Board opened to the public at 6:50 p.m.

Labor contract matters were discussed from 6:29 p.m. to 6:50 p.m.

Chairman Matsuoka adjourned the meeting at 6:50 p.m.

ATTEST:

Chairman Bryan Matsuoka

Clerk, Michelle Lucas

TWIN FALLS PUBLIC SCHOOLS

School District No. 411

201 MAIN AVENUE WEST

TWIN FALLS, IDAHO
83301

January 27, 2021

Twin Falls School District #411 Board of Trustees met in executive session on Wednesday, January 27, 2021 at 6:29 p.m., at Canyon Ridge High School boardroom #301 located at 300 North College Road, Twin Falls, Idaho. Chairman Bryan Matsuoka conducted the meeting. Vice Chairman Jonathan Lord; Trustees Jayson Lloyd, and Heidi Casdorph; Superintendent, Brady Dickinson; Board Clerk, Michelle Lucas; and Associate Superintendent, Bill Brulotte were also present. Trustee Paul McClintock was unable to attend.

Since there was no other business to come before the Board, Vice Chairman Lord moved that the Board retire into executive session as per Idaho Code 74-206(1) subsection (j): (j) to consider labor contract matters authorized under section 74-206 (1)(a) and (b), Idaho Code. Trustee Lloyd seconded the motion. Chairman Matsuoka asked the Board Clerk, Michelle Lucas to poll the board. Roll call vote is as follows: Chairman Bryan Matsuoka – Yes; Vice Chairman Jonathan Lord – Yes; Trustee Heidi Casdorph – Yes; and Trustee Jayson Lloyd – Yes. Motion carried. The Board convened into executive session at 6:29 p.m.

The Board opened to the public at 6:50 p.m.

Labor contract matters were discussed from 6:29 p.m. to 6:50 p.m.

Chairman Matsuoka adjourned the meeting at 6:50 p.m.

ATTEST:

Chairman Bryan Matsuoka

Clerk, Michelle Lucas

Contracts - Private Service Providers (PSP)/Consultants/Other

EXECUTIVE SUMMARY

Submitted for Board Information

Dates of Service	Vendor	Amount
2020 year	ETC Companies Agreement--ACA reporting, etc.	\$14,250.00 (est.)
2019-20 yr. & ongoing unless terminated	Imagine Learning Agreement (For ELL Students)	
20/21 yr.	2080 Media/PlayOn Agreement (TFHS)	\$4,000.00
1/21-3/21	Holly Porter & Margaret Lucero	\$1,625.00
Starts 4/1/21	(Virtual workshops) College of Southern Idaho Refugee Program (MOU)	

NOTE: Per Board Policy 5725: "The District encourages the use of private service providers and professional consultants as resource individuals when such consultative services will be helpful in the improvement of the educational program of the District. The District, through the Superintendent as its designee, may enter into contracts with private service providers and/or consultants to provide necessary services to students." In no event shall such agreement exceed twelve (12) calendar months."



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: February 3, 2021

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

From: Sonia DeLeon, Human Resources Manager

Re: Certified Resignation

The following certified employee has submitted his resignation letter resigning his position for the 2021-2022 school year:

- William Hartley – Counselor – O’Leary Middle School

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



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: February 3, 2021

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

From: Sonia DeLeon, Human Resources Manager

Re: Certified Retirement – 2021-2022

The following certified employee has submitted her retirement letter resigning her position for the 2021-2022 school year:

- Benita Remaley – Teacher - Music at Bickel Elementary

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



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: February 3, 2021

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:

Jacob Hall	Safety & Security Aide at Robert Stuart Middle School
Benjamin Flores	Custodian at Harrison Elementary & Sawtooth Elementary
Cassandra Hernandez	Para educator at Robert Stuart Middle School
Brittani Wardle	Para educator at Lincoln Elementary School
Andrew Wilcox	Playground Aide at Rock Creek Elementary School
Gina Stonebraker	Special Ed. Clerk at Harrison & Rock Creek Elementary School

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



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: February 3, 2021

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:

Heather Holston	In School Suspension Monitor	Canyon Ridge High School
Rebecca Zaugg	Para educator – Literacy	Pillar Falls Elementary School

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



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: February 3, 2021

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 this individual listed below be approved for hiring. An employment letter or supplemental contract will be issued for the 2020-2021 school year.

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

Jeffrey Bowman	Head Golf Coach	Twin Falls High School
Skylar Call	JV Assistant Softball Coach	Twin Falls High School

EARLY GRADUATION REQUESTS

Alexandria Best	TFHS
Philip Casper	TFHS
Abby Burch	TFHS

EMPLOYEE OF THE MONTH QUESTIONS

Certified _____ or Classified _____

Name:	Patrick Patterson
School:	Magic Valley High School
Position:	Social Studies Teacher
Hometown:	Mountain Home
Inspiration:	Mrs. Cherry and Mrs. Olmstead from Mountain Home High School
Pet Peeve:	TailGaters
Favorite hobby away from work:	Playing my drumset with my band once a week
What word describes you best?	Quiet
One thing people don't know about you:	I'm a member of the Freemasons
Why did you choose this career?	Teachers helped me find my path in life and I wish to do the same for others
What is the #1 activity on your bucket list:	Take a vacation to Ireland
How do you want to be Remembered?	Someone who kept their promises and could always be depended on
Best day on the job was.....	When LT called me into Dan Vogts office and told me I was being offered a full time teaching position

Principal Note:

Mr. Patterson teaches Social Studies at Magic Valley High School. Patrick works well with our students and cares about their success. He is very dedicated, organized and is well respected by parents, students and staff. Patrick is very willing to take on new challenges when requests are made of him. He is a team player and a pleasure to work.

EMPLOYEE OF THE MONTH QUESTIONS

Certified _____ or Classified ____x__

Name:	Michelle Jones
School:	Magic Valley High School
Position:	Child Care Supervisor
Hometown:	Ketchikan Alaska
Inspiration:	My children and grandchildren
Pet Peeve:	Letting myself run out of ink on my work printer
Favorite hobby away from work:	traveling and crafting
What word describes you best?	I am a happy person
One thing people don't know about you:	I raise Quail
Why did you choose this career?	because I love watching children learn things I have taught them
What is the #1 activity on your bucket list:	Traveling the United States
How do you want to be Remembered?	My kindness
Best day on the job was.....	Observing teen parents demonstrate parenting skills I have taught them.

Principal Note: Michelle's is responsible for providing daycare services for children whose parent attends MVHS. Michelle not only ensures that the needs of the children under her care are met, but she also provides training throughout the year for the children's parents. Through Michelle's efforts and dedication, our child care program has received a very high marks from Idaho Stars which is a quality rating system for Idaho child care providers.

EMPLOYEE OF THE MONTH QUESTIONS

Certified X or Classified _____

Name:	CARLA WHERRY
School:	Support Services
Position:	School Social Worker
Hometown:	Los Angeles
Inspiration:	Jesus
Pet Peeve:	Just driving-I have road rage.
Favorite hobby away from work:	Cooking
What word describes you best?	predictable
One thing people don't know about you:	I talk to much & divulge everything about myself
Why did you choose this career?	I love social work
What is the #1 activity on your bucket list:	I don't have a bucket list-I am okay to die anytime.
How do you want to be Remembered?	That I was a servant
Best day on the job was.....	everyday that the students want to see me, bgi, this is not everyday!

Principal Note:

Carla Wherry is always positive and approachable no matter how tough her days has been. She is always willing to help out in any of the behavioral programs in the district when needed. Carla is always willing to lend a hand and goes the extra mile for her co-workers and students. When the going gets tough, Carla remains calm and keeps the team grounded. She is compassionate in helping students and staff to reach their goals, and is a great problem-solver when barriers get in the way of reaching those goals.

EMPLOYEE OF THE MONTH QUESTIONS

Certified _____ or Classified _x_____

Name:	Donnelly Webb
School:	Day Treatment SOAR program
Position:	para-educator
Hometown:	Jerome, Idaho
Inspiration:	Seeing my students shine after they master a concept
Pet Peeve:	
Favorite hobby away from work:	any handcrafts
What word describes you best?	loyal
One thing people don't know about you:	
Why did you choose this career?	I love to work with kids, and I wanted to make a difference.
What is the #1 activity on your bucket list:	To go to Wales for an extended visit
How do you want to be Remembered?	As someone who really cares about people
Best day on the job was.....	

Principal Note:

Donnelly has worked in the SOAR program for over a decade. Donnelly always has a smile on her face and always brightens students and colleagues day. She brings stability and compassion to the workplace, and goes out of her way to help the team. She is observant and if she sees something needs to be done she just does it and does it with her best effort. When new ideas are presented to her she is the first to try and always gives her best effort to implement them. TFSD is fortunate to have her as part of the district and she is a valuable member of our team.

Twin Falls School District
Board Report Form
2020-2021

School: Rock Creek Elementary

Idaho Standards Achievement Test Spring 2018 and 2019 Mathematics

Grade	Percent of Students that were Proficient and Advanced		
	School	District	State
3 rd 2018	58%	50%	52%
3 rd 2019	69%	55%	53%
4 th 2018	63%	49%	48%
4 th 2019	63%	47%	50%
5 th 2018	50%	45%	42%
5 th 2019	59%	46%	45%

Idaho Standards Achievement Test Spring 2018 and 2019 English Language Arts

Grade	Percent of Students that were Proficient and Advanced		
	School	District	State
3 rd 2018	64%	48%	50%
3 rd 2019	57%	48%	50%
4 th 2018	52%	48%	50%
4 th 2019	58%	47%	52%
5 th 2018	60%	56%	55%
5 th 2019	61%	53%	57%

Idaho Reading Indicator – Longitudinal Data

Grade	Administration	Percent of Students Proficient		
		School	District	State
Kindergarten	Fall 2017	57%	42%	50%
Kindergarten	Spring 2018	83%	83%	80%
Kindergarten	Fall 2018	43%	43%	43%
Kindergarten	Spring 2019	55%	67%	63%
Kindergarten	Fall 2019	51%	39%	42%
1 st Grade	Fall 2017	59%	56%	63%
1 st Grade	Spring 2018	68%	64%	67%
1 st Grade	Fall 2018	44%	39%	43%
1 st Grade	Spring 2019	62%	59%	67%
1 st Grade	Fall 2019	38%	41%	49%
2 nd Grade	Fall 2017	57%	51%	54%
2 nd Grade	Spring 2018	75%	70%	69%
2 nd Grade	Fall 2018	64%	59%	60%
2 nd Grade	Spring 2019	79%	71%	75%
2 nd Grade	Fall 2019	54%	56%	63%
3 rd Grade	Fall 2017	69%	62%	66%
3 rd Grade	Spring 2018	87%	72%	75%
3 rd Grade	Fall 2018	73%	64%	61%
3 rd Grade	Spring 2019	76%	71%	73%
3 rd Grade	Fall 2019	65%	59%	64%

1. **Building Goals:** 1 - Rock Creek Elementary subgroup, students with disabilities, will close the achievement gap by 10% in ISAT ELA and Math. 18/19 ISAT ELA gap was 36.5% and the math gap was 48%. 2 - Rock Creek Elementary students will show 7% growth on 2021 Spring ISAT and IRI tests.

2. **Growth Towards Goals** ISAT testing timeline is utilized throughout the year. Istation work is also utilized. All students 1st – 5th have chromebooks and we have iPads for every kindergarten student. Along with small group interventions, we utilize our EL para, 3 literacy paras, SpEd and ERC paras in order to facilitate small group work as we are in year 3 of our push in model for all students. K-3 teachers utilize the "Planning for Reading Intervention" Guide to determine small group work. We are also in Year 1 of our Co-teaching model working closely in 3rd and 5th grade.

3. **Growth Indicators** IRI Kindergarten: Fall – 53%, January - 49%; First Grade: Fall – 47%, January – 55%; Second Grade: Fall – 49%, winter – 57%; Third Grade: Fall – 62%, January – 60%. Istation – Fourth Grade: Fall – 65%, January – 68%; Fifth Grade: Fall – 64%, January – 70%

4. **Instructional Focus/Priorities** We continue to establish/adjust the instructional routines and strategies necessary to help all students be successful in a non-Title One school. The staff has worked together to determine best practices and continue to review those to help student success. We also look outside the box to make small group adjustments as well. The staff continues to utilize various data models, Impact Team, PLC and Reading Intervention Analysis as they review data. We are also in year two of our literacy coaching work with EdNwest. We are in year three of the push in model for core curriculum and are pleased with progress. This is also the first year of implementing our co-teaching instruction in 3rd and 5th grade.

5. **School Improvement Initiatives** We have received a 3 year PBIS Grant through the state and in year 2 of full implementation. We recognized the need for an EL para and with the loss of the EL grant have committed building funds to support the EL para. We utilize several data protocols - Impact Team Training, PLC and Reading Intervention Analysis to utilize what best fits the work.

6. **Interventions and Extensions** Various intervention models are used throughout the building with the help of three K-3 Literacy paras and an EL para. Interventions used are Wonder Works, SIPPS, Read Naturally, Istation Reading and Math, Bridges Intervention and small group instruction with a certified teacher. Genius Hour is also utilized as an extension in many grade levels each week. We are also utilizing our Literacy paras on Mondays as they do Read Live interventions online. All information is placed in Mileposts.

7. **Leadership Premium Usage** tutoring (grade level and EL), Student Council. We are hoping to reinstate Leadership Camp, Kindness Club and our Robotics clubs next year.

8. **Challenges** Large Class Sizes are beginning to be a concern in multiple grade levels; student population increasing (605); strong need for additional para help in order to more effectively implement our Push In and co-teaching Models for all grades. Push in model is where we provide core instruction for all learners which includes special education students. This allows for all students to have access to core instruction before receiving more individualized skill needs.

9. **Bright Spots** Top Performer in Math Growth from Spring 2019; Goal Maker in ELA, Math and ELL from Spring 2019; PBIS Grant for 3 years; Push in Model Implementation continued; co-teaching model; weekly recognition of students; Quarterly Celebrations (academic and PBIS) parental support; Positive culture; Morning Mile (1st school in Idaho to implement this program) teachers willing to tutor students for a small amount of time during the week.

Twin Falls School District

High School Board Report Form

2020-2021

School: Magic Valley High School

<div>Idaho Standards Achievement Test - Spring 2019</div> <div>Mathematics</div>				<div>Idaho Standards Achievement Test - Spring 2019</div> <div>English Language Arts</div>			
	Percent of Students that were Proficient and Advanced				Percent of Students that were Proficient and Advanced		
Grade	School	District	State	Grade	School	District	State
9th	0	31%	32%	9th	25%	64%	56%
10th	0	29%	33%	10th	22%	60%	59%

1. Building Goals:

- Improve Math Scores - 25% of students at Magic Valley High School meeting continuous enrollment of 56+ days will demonstrate growth of one year. Math scale scores will measure growth from 2018-19 to 2020-21.
- Improve ISAT ELA Scores - 50% of students at Magic Valley High School meeting continuous enrollment of 56+ days will demonstrate growth of one year as measured by ELA ISAT scale scores from 2018-19 to 2020-21.
- Improve our graduation rate - We have increased our graduation rate from 30% during the 2018-19 school year to 40.9% in the 2019-20 school year as measured by the Idaho State Dept of Education. We will continue to look at ways to increase the graduation rate by 5% each year.

2. Growth Towards Goals:

- At the building level, a shared leadership structure is in place with our CSI Up leadership team, which meets monthly and is chaired by the administrator. This team is comprised of the building administrator, three teachers (math, ELA and business), counselor, college and career adviser, instructional coach, parents, students and an SDE capacity builder. The focus of the CSI Up team is school improvement, assessment, instruction and accountability. Decisions made by the CSI Leadership team are communicated to the faculty through shared agendas and meeting minutes. Time for input and discussions from the entire staff is provided at faculty meetings. This structure allows the CSI Up Leadership team to effectively communicate with varied representatives from stakeholder groups and work collaboratively on school improvement efforts, and at the same time,

provide and support meaningful leadership roles for staff and stakeholders. The building administrator facilitates those conversations and discussions, with other members of the CSI team available to answer questions and share information.

- In 2019 22% of our 10th graders tested proficient or above in ELA, and no students were proficient in math, as compared to 2018 where none of the 10th grade students met proficiency on the math and ELA ISAT. We were not able to test students last year, so we will compare the 2019 numbers to the levels our students test this year.
- Student assessment and achievement data is reviewed during the district's Data Day in September and after their interim assessments in Achieve 3000 and STAR Math. Assessment results provide direction for interventions and class placement during the school year. In addition, individual teachers review their students' pre-assessments, End-of-Course Assessments, as well as their individual achievement data to guide instruction.

3. Growth Indicators:

- MVHS utilizes several universal screeners to measure student growth throughout the year.
- Achieve3000, an online program, is used to screen students and to facilitate a school wide reading intervention. Achieve 3000 is based on scientific research and is a proven and patented method of online differentiated reading instruction. It is designed for Tier I group instruction and is fully equipped to support instruction in reading comprehension, writing, vocabulary, fluency, and foundation skills. Students are required to complete an activity twice weekly and progress is monitored and levels are adjusted within the program for growth; reports are used by the classroom teachers to inform students and parents of progress. All MVHS students are assessed three times a year; once upon registration, at the beginning of second semester and again during our last term. Students whose scores fall below the basic Lexile level or are not making adequate yearly progress of 40 Lexile points per year are compiled to be reviewed by the RTI Team for monitoring or Tier II intervention.
- All students at MVHS are also screened using STAR Math, once at the beginning of the year, or upon enrollment, at the beginning of second semester and at the end of the year. The results of this assessment is reviewed by the RTI Team and students will be identified for remediation and/or Tier II interventions by the team.
- All students write a short essay as part of the enrollment process to give us an idea of their writing skills. We also have three all-school-writes throughout the year and each student is scored based on a common rubric.
- MVHS also uses an online mathematics program called Fast Math to facilitate a school wide Tier I math intervention. Students begin with addition and progress through pre-algebra concepts, all aligned to CCSS. Our lowest below basic scorers are scheduled into an intensive Tier II intervention class, utilizing the Math 180 program, offered four times yearly. Progress and improvement will be assessed using the students' STAR Math scores.
- All scores are reviewed by the faculty for validity and inconsistencies by comparing student's longitudinal scores from screeners, state assessments, and district benchmarks using Silverback's

Mileposts data program which compiles all assessments, interventions, plans, and behavioral reports. Parents of students recommended for Tier II interventions are contacted by letter with a form that is to be signed giving consent for the student to be designated for intervention. Students are then enrolled in a Read 180 class for Tier II intervention which is documented and progress monitored in Mileposts and reports are used to assess student progress, make recommendations for interventions, and inform administration, parents, and students of student's progress.

4. Instructional Focus/Priorities:

- The students at MVHS have two levels of learning needs. First is a more general need as evidenced by their grades and achievement levels upon enrollment at MVHS. Our students have not been successful in traditional schools; they need a change in environment, they need a different approach to education, and they need a clean slate, all of which they receive at MVHS.
- More specifically, our students struggle with core subjects, which is clearly delineated in our placement assessments (Star Math, Achieve 3000), ISAT data, and historical grades. Our math department assesses students' specific gaps and provides daily math lessons, utilized in advancement class twice a week, to address those gaps. Our students score consistently low in the "concepts and procedure" area on the ISAT. Our weekly math lessons give students targeted instruction that improves those skills.
- We also have identified specific needs with reading. Achieve 3000 is incorporated into our second period class at least twice a week, and students identified with low lexiles (under 700) are targeted for a Read 180 support class with our Title 1 para-educator and a classroom teacher.
- The root cause of specific learning needs varies with each individual student. Some have gaps in learning due to past attendance issues. Some have struggled since elementary school and simply haven't kept up with their peers. Some have parental/personal issues that result in a home-life that does not support their education. Some students have the skills, but are not motivated to do their best. Some have difficulty processing emotion, and therefore are challenged with mental health issues that affect their ability to learn. Despite the root cause, MVHS functions with the philosophical foundation that every student can learn, and it is our responsibility to provide the time, support system, and learning environment to create an opportunity for students to succeed.
- As an alternative school, the instruction at MVHS is tailored to students who have struggled academically. Teachers give a pre-assessment on the first day of each block to assess pre-existing knowledge and instructional needs. The smaller class sizes at MVHS allow for teachers to identify students' learning styles and achievement levels, and also aid in ensuring that time and individual attention is provided as necessary. Students are grouped for instruction in various ways, as determined by the subject, assignment, classroom and/or individual needs. Finally, an End-Of-Course assessment is utilized to evaluate student growth. All of these strategies – assessment, small class sizes, one-on-one attention – along with evidence-based curriculum provide all students with the opportunity to meet academic proficiency. Teachers use formative assessments to determine understanding and then reteach and retest as needed with a goal that all students will achieve at least 70%.
- Students also have the opportunity to recover credit in PLATO credit recovery courses.

5. School Improvement Initiatives:

- Magic Valley High School was identified as a CSI Up school two years ago. Although we did not feel the criteria used was reflective of the many good things we do for our students, we have taken a proactive approach and used it as an opportunity to look at our current practices and see what changes we could make to better meet the needs of our students. We sent teams of teachers to visit other alternative schools, conducted interviews with our students and parents, and attended professional development provided by the state. Through the needs assessment it was decided that we would change our schedule to a three period day, look at ways to get students to do their best on the ISAT and change the way we administered the ISAT.
- We changed our schedule last school year to provide students the opportunity to earn eighteen credits a year. Students take three classes per day and are in those classes for approximately six weeks. Instead of juggling 7-8 classes for 50 minutes a day, students are allowed the opportunity to focus on three, one hour and forty five minute classes. Class size is limited to eighteen students or less, which also allows both the teacher and student an opportunity to get to know each other. This relationship helps the instructor personalize their instruction to the specific needs of the student. The difference in environment and approach results in more success for the students, and also allows for recognition of accomplishments at a quicker rate and promotes a feeling of self-worth for the students. Our schedule allows us to enroll new students every six weeks and provides us the flexibility to meet the needs of students who only need a few credits in order to graduate. We have a forty five minute advancement time two times per week, where students work on Achieve 3000, Fast Math and restorative practices and Core lessons. We provide a Success Center after school from 3:00-5:30 pm Tuesday through Thursday to give students an opportunity to make up time and missing work. Students can also choose to be involved with additional learning opportunities via the Robotics Club and the Drama Club. If students are behind in academic credits, they may choose to attend Night School, offered in the spring (generally mid-February through the end of April). Students have the opportunity to earn one credit during Night School. Finally, Summer School is also offered to students; Summer School consists of a 13-day block with the opportunity to earn one additional

6. Interventions and Extensions:

- Achieve 3000 is utilized as a school wide Tier I reading intervention. Every student is given a level set test three times a year to determine reading levels as well as monitoring progress and improvement. Students are required to complete an activity two times a week in their advancement classroom. Students showing lower than a 700 Lexile on their level set test for Achieve 3000 are monitored by a Title 1 paraprofessional in the classroom and receive support as needed. Our lowest lexile scorers are scheduled into a Read 180 Tier II class, offered three times a year.
- All students' mathematics levels are assessed using STAR Math three times a year. Our lowest below basic scorers will be scheduled into an intensive Tier II intervention class, utilizing the Math 180 program, offered four times a year. Progress and improvement will be assessed using the students' STAR Math scores.
- Magic Valley High School has a full-time Workplace Coordinator/College and Career Advisor whose directive is to provide opportunities for students to learn about and prepare for postsecondary education and the workforce. MVHS operates with the philosophy that it is crucial to show the students where they could go to college and where they could be working after high school. The

College/Career Advisor has assisted students in registering for and utilizing funding for dual credit courses at CSI. In previous years she has arranged field trips to various businesses including Chobani, Agri-service, KMVT, and Seastrom Manufacturing. With community involvement being crucial, our normal practice is to offer several career fairs based on the students' interests. At the beginning of the year a career interest survey is given to the students, which allows them to have input in the guest speakers they would like to see and what careers are of interest to them. This year has been challenging due to restrictions related to COVID 19. We have not been able to provide the opportunities as in the past, but hopefully we will be closer to "normal" as we move forward this year and into next school year.

- In previous years, our workplace coordinator has coordinated Employability Luncheons in which local business leaders talk with students regarding effective resumes, interview practices and provides appropriate work-force ready skills that are needed to be employed at their companies. She develops strong partnerships with the local businesses, which allow our students to job shadow and intern. The College/Career Advisor has also coordinated and chaperoned campus visits to CSI, NNU, CWI, BSU, and ISU. With CSI so accessible in our community, our students have been able to attend many CSI Program Exploration Days and Career Fairs in previous years. We work with the CSI Transition Coordinator who helps students connect with the appropriate contacts at CSI and enroll in dual credit classes. Many college representatives visit our school most years, including the College of Idaho, ISU, U of I, BSU, CSI, and Lewis Clark State College which allows students to learn more about their options after high school.

7. Leadership Premium Usage:

- Homework Club
- Administrative Support
- Morning Math Coordinator
- Restorative Practices Coach
- Student Ambassadors Advisor

8. Challenges:

- It has been a challenging year for both students and staff, as we try to support students in both virtual and face-to-face learning. Teachers have worked hard to develop online course work and to maintain contact with, and support our students. We had a lot of students take on extra hours at work last spring and during this school year based on their life circumstances. Attendance and getting students back in habit of being a student has been a challenge

9. Bright Spots:

- The positive attitudes and the caring and support our staff have provided for one another and to our students as we have navigating the changes caused by this pandemic.
- Skills for Success Class (new) where students learn skills and attitudes that will assist as them as they move forward with additional education or into the workforce.

Twin Falls School District
Board Report Form
2020-2021

School: Pillar Falls

Idaho Standards Achievement Test Spring
2018 and 2019
Mathematics

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3 rd 2018	67%	50%	52%
3 rd 2019	74%	55%	53%
4 th 2018	63%	49%	48%
4 th 2019	74%	47%	50%
5 th 2018	70%	45%	42%
5 th 2019	68%	46%	45%

Idaho Standards Achievement Test Spring
2018 and 2019
English Language Arts

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3 rd 2018	67%	48%	50%
3 rd 2019	62%	48%	50%
4 th 2018	70%	48%	50%
4 th 2019	62%	47%	52%
5 th 2018	69%	56%	55%
5 th 2019	64%	53%	57%

Idaho Reading Indicator – Longitudinal Data

Grade	Administration	Percent of Students Proficient		
		School	District	State
Kindergarten	Fall 2017	61%	42%	50%
Kindergarten	Spring 2018	84%	83%	80%
Kindergarten	Fall 2018	69%	43%	43%
Kindergarten	Spring 2019	61%	67%	63%
Kindergarten	Fall 2019	49%	39%	42%
1 st Grade	Fall 2017	58%	56%	63%
1 st Grade	Spring 2018	80%	64%	67%
1 st Grade	Fall 2018	55%	39%	43%
1 st Grade	Spring 2019	85%	59%	67%
1 st Grade	Fall 2019	51%	41%	49%
2 nd Grade	Fall 2017	61%	51%	54%
2 nd Grade	Spring 2018	75%	70%	69%
2 nd Grade	Fall 2018	79%	59%	60%
2 nd Grade	Spring 2019	85%	71%	75%
2 nd Grade	Fall 2019	71%	56%	63%
3 rd Grade	Fall 2017	68%	62%	66%
3 rd Grade	Spring 2018	68%	72%	75%
3 rd Grade	Fall 2018	73%	64%	61%
3 rd Grade	Spring 2019	79%	71%	73%
3 rd Grade	Fall 2019	74%	59%	64%

1. Building Goals

SMART Goal #1

Pillar Falls students' ELA and Math ISAT assessment results will be above the state of Idaho average. Fourth and fifth grade students will increase assessment scores by 5%-7% from the previous school year.

4 ELA 62%-----67% proficient

Math 74%----- 80% proficient

5 ELA 64%-----70% proficient

Math 68%-----75% proficient

*Due to COVID 19 Spring 20/21 will be the initial testing of 4th grade students, having not taken the ISAT in Spring 19/20.

Our main goal is to meet the previous year's goal with the understanding that maintaining may be more realistic.

SMART Goal #2

Pillar Falls students' K-3 IRI assessment results will be above the state of Idaho average. Individual grade level increases are as follows:

K 70%-----80% proficient (Reading ISIP)

1 53%-----85% proficient (Reading ISIP)

2 56%-----87% proficient (Reading ISIP)

3 76%-----87% proficient (Reading ISIP)

Our main goal is to meet the previous year's goal with the understanding that maintaining may be more realistic.

2. Growth Towards Goals

IRI K-3 Grades 1-3 showed improvement from fall benchmark scores

ISIP Reading 4-5 Grade 4-5 showed improvement from fall benchmark scores

3. Growth Indicators

Grade	Fall IRI /ISIP	January scores	% Growth
Kindergarten	70%	72%	2%
1st Grade	53%	71%	18%
2nd Grade	56%	72%	16%
3rd Grade	76%	79%	3%
4th Grade	70%	78%	8%
5th Grade	70%	77%	7%

4. Instructional Focus/Priorities

Walk to Intervention Model

- All grades participating in Reading
- 3rd and 5th participating in Math

Monthly Teaming meetings-

- 1 meeting with Administration Team to review data

Continuing-

- PDSA lesson plans/cycle
- Ongoing Ed Northwest PD

5. School Improvement Initiatives

Implementation of PDSA cycle in intervention

- Continued use of literacy routines in core reading and intervention instruction
- Planning instruction to increase student engagement
- Teacher collaboration and training to increase student engagement
- Monthly teaming with administration and Instructional Coach to track progress of students
- RTI team meets weekly to discuss students with academic concerns

6. Interventions and Extensions

- Reading intervention- daily in all grades
- Math intervention- 3-4 days a week in grades 2-5
- Istation Reading and Math

7. Leadership Premium Usage

- Website/Facebook coordinator
- Milepost Lead
- Grade level leaders and reps

8. Challenges

- Hybrid Schedule
- Gaining confidence teaching using Google Meet, SeeSaw, Google Classroom, Etc.

9. Bright Spots

- Increased use of technology in instruction
- Increased teacher collaboration

TWIN FALLS SCHOOL DISTRICT #411

2021-2022 DISTRICT CALENDAR

DRAFT

DRAFT

Jul 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Aug 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEP 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Oct 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Nov 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Dec 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August

- 3 Middle and High School Registrations
August 3rd through August 6th
See School Website for Details
- 9 Summer Institute/In-Service
- 10 Summer Institute/In-Service
- 11 1/2 Opening Day
1/2 Day Building Retreat
- 12 Teacher Workday
- 13 Teacher Workday
- 16 First Day of School

September

- 3 Early Dismissal for Students and Staff
No School 1/2 Day Kindergarten
- 6 Labor Day - No School
- 7 Data Day - No School

October

- 15 End of 1st Quarter (42 Student Days)
Teacher Workday
No School All Grades
- 20 Kindergarten Parent/Student/Teacher
Conferences
No School Kindergarten
- 21 District Wide Parent/Student/Teacher
Conferences
No School All Grades
MVHS in Session
- 22 No School All Grades

November

- 22 ICS Teacher In-Service
No School All Grades
- 23 ICS Teacher In-Service
No School All Grades
- 24 Thanksgiving Break
No School Nov. 24-26

December

- 17 End of 2nd Quarter (38 Student Days)
End of 1st Semester (80 Student Days)
Early Dismissal
No School 1/2 Day Kindergarten
1/2 Day Report Cards
- 20 Christmas Vacation
No School Dec 20 - Jan 2
- 31 New Years Day Observed - No School

January

- 3 School Resumes

February

- 21 Presidents' Day - No School
- 22 ICS Teacher In-Service
No School All Grades

March

- 4 End of 3rd Quarter (43 Student Days)
Early Dismissal
No School 1/2 Day Kindergarten
1/2 Day Report Cards
- 15 CRHS/TFHS-Advisor/Parent/Student
Registration Conferences
- 16 CRHS/TFHS-Advisor/Parent/Student
Registration Conferences
Kindergarten Parent/Student/Teacher
Conferences
No School Kindergarten
- 17 Elementary and Middle School
Parent/Student/Teacher Conferences
CRHS/TFHS - Jr. Boards/Sr. Projects
No School All Grades
MVHS in Session
- 18 No School All Grades
- 21 Spring Break-No School March 21-25
- 28 School Resumes

May

- 18 MVHS Graduation
- 19 End of 4th Quarter (47 Student Days)
End of 2nd Semester (90 Student Days)
Last Day of School-Early Dismissal
1/2 Day Report Cards
No School 1/2 Day Kindergarten
School Year - 170 Days

- 20 1/2 Analyze Assessments and Goals
1/2 Day Teacher Workday

- 23 TFHS Graduation

- 24 CRHS Graduation

- 30 Memorial Day

JAN 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEB 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

MAR 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APR 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2022						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUN 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Calendar Survey Results

Option 1: First day on Aug 16

Option 2: First day on Aug 23

All:

Option 1: 60.53%

Option 2: 39.47%

Staff:

Option 1: 209—50.12%

Option 2: 208—49.88%

Parents:

Option 1: 772—51.40%

Option 2: 730—48.60%

Staff and Parent (people who marked both)

Option 1: 68—48.92%

Option 2: 71—51.08%

HS Students:

Option 1: 626—88.29%

Option 2: 83—11.71%

TFSD #411 Schedule Discussion

Cases Since 1/4/21

Student: Bickel-1, Lincoln-1, O'Leary-5, Pillar Falls-2, RSMS-1, TFHS-3 Total: 13

Staff: CRHS-2, Harrison-2, O'Leary-2, Perrine-1, Pillar Falls-1, RSMS-1, Rock Creek-1, SHMS-2, TFHS-1, TFSD-1 Total: 14

Total 27. Average per week: 5-6

Teacher Preparation: Although it varies by grade level, teachers are still making more materials accessible online and/or through distance education. The digital/distance component to courses does take additional time for preparation.

Question: When/should the TFSD return to 5 days a week and under what schedule?

Schedule Options:

Current: Monday is a full distance day.

Regular: Collaboration Monday schedule (1 hour early out):

Elem: 2:00

MS: 2:50

HS: 2:25

Partial Day: (2:15 hour early out):

Elem: 12:45

MS: 1:35

HS: 1:10

Recommended Schedule: I recommend the Partial Day schedule (see above)--provides face-to-face instruction and gives teachers additional time to prepare beyond the Collaboration Monday schedule.

Timing:

Option 1: After Spring Break (March 29). Confirm March 8th.

Option 2: Anytime between Feb 15-March 29 (Board Meetings: Feb 24 and March 9)

Option 3: Set no timeline-allow more time to pass before making a decision

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), (d), and (j):

(b) To consider the dismissal or disciplining of, or to hear complaints or charges brought against a public school student;

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

(j) To consider labor contract matters authorized under section 74-206 (1)(a) and (b), Idaho Code.