

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

**And**

Virtually, go to [www.tfsd.org](https://us02web.zoom.us/j/85640354950?pwd=OGkrEhDNm41SjRXMVd3YVdraWhKQT09) for link to Zoom Meeting:  
<https://us02web.zoom.us/j/85640354950?pwd=OGkrEhDNm41SjRXMVd3YVdraWhKQT09>

**Or call:**

+1 253 215 8782 US (Tacoma), +1 346 248 7799 US (Houston)  
Meeting ID: 856 4035 4950, Passcode: 378707

**April 12, 2021  
7:00 P.M.**

**AGENDA**

- |   |   |
|---|---|
| <p>I. Call to Order <b><i>Action</i></b></p> <p>II. Pledge of Allegiance</p> <p>III. Procedural Matters</p> <p style="padding-left: 20px;">A. <b><i>Action</i></b> Items:</p> <p style="padding-left: 40px;">1. Approval of Agenda (Additions and Deletions)</p> <p>IV. Unscheduled Delegations (Audience to Address the Board)</p> <p style="padding-left: 20px;"><i>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.</i></p> <p>V. Consent Calendar <b><i>Action</i></b></p> <p style="padding-left: 20px;">A. Approval of Minutes from the March 8, 16, and 31, 2021 Meetings</p> <p style="padding-left: 20px;">B. Approval of Board Financials</p> <p style="padding-left: 20px;">C. Approval of Building Financials</p> <p style="padding-left: 20px;">D. Approval of Accounts Payable and Payroll</p> <p style="padding-left: 20px;">E. Approval of Private Service Providers (PSP)/Consultants/and Others</p> <p style="padding-left: 20px;">F. Approval of New Certified Employee</p> <p style="padding-left: 20px;">G. Approval of Certified Retirement</p> <p style="padding-left: 20px;">H. Approval of Certified Resignation</p> <p style="padding-left: 20px;">I. Approval of New Classified Employees/Distract Transfer</p> <p style="padding-left: 20px;">J. Approval of Classified Personnel Resignations</p> <p style="padding-left: 20px;">K. Approval of Extra-Curricular Employees</p> <p>VI. Superintendent's Report (None)</p> <p style="padding-left: 20px;">A. Certified Employee of the Month – Perrine/Rock Creek</p> <p style="padding-left: 20px;">B. Classified Employee of the Month – Perrine/Rock Creek</p> <p>VII. Board In-service</p> <p style="padding-left: 20px;">A. Report on Building Goals</p> <p style="padding-left: 40px;">1. Ace Marcellus, O'Leary Middle School</p> <p style="padding-left: 40px;">2. Amy McBride, Robert Stuart Middle School</p> <p style="padding-left: 40px;">3. Araceli Huicochea, Bridge Academy</p> <p style="padding-left: 40px;">4. Ryan Ellsworth, South Hills Middle School</p> <p>VIII. Instruction</p> <p style="padding-left: 20px;">A. Information Items: (None)</p> <p style="padding-left: 20px;">B. <b><i>Action</i></b> Items: (None)</p> <p>IX. Budget and Finance</p> <p style="padding-left: 20px;">A. Information Items: (None)</p> <p style="padding-left: 20px;">B. <b><i>Action</i></b> Items:</p> <p style="padding-left: 40px;">1. Set 2021-2022 Budget Hearing Date &amp; Time</p> <p style="padding-left: 40px;">2. Set 2020-2021 Amended Budget Hearing Date &amp; Time</p> | <p style="text-align: center;"><b>MISSION</b></p> <p style="text-align: center;">Our mission is to provide a quality education necessary for all students to be successful in life.</p> |
|---|---|

- To follow social distancing protocols we will offer overflow rooms if you choose to watch via Zoom onsite.
  - Face coverings are required and will be available at the entrance.

- X. Personnel
  - A. Information Items:
    - 1. Superintendent Dickinson's Goals Report
  - B. **Action** Items:
    - 1. Policy Revision Recommendations 2<sup>nd</sup> Reading
- XI. Board Goals
  - A. Information Items:
    - 1. Partner in Education Nominee Discussion
  - B. Action Items: (None)
- XII. Future Agenda Items
  - A. April 28, 2021 Meeting - Building Reports
    - 1. Kasey Teske, Canyon Ridge High School
    - 2. Melissa Ardito, Harrison Elementary School
    - 3. Mickey Combs Sawtooth Elementary School
    - 4. Tammy Rodabaugh, Perrine Elementary School
    - 5. Ryan Nesmith, Twin Falls High School
- XIII. **Action** Executive Session as per ID Code 74-206(1) subsections (b), (d), and (j):
  - (b) to consider student discipline; and to consider personnel issue for superintendent evaluation/goals; and
  - (d) to consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code;

**Action** Items:  
(1) Student discipline action
- XIV. Adjournment **Action**

## **Twin Falls School Board Meeting Protocols**

**April 12, 2021: 7:00 PM**

**Canyon Ridge High School Room 301**

The April 12<sup>th</sup> Meeting of the TFSD #411 Board of Trustees will be held both in-person and virtually through Zoom. For anyone choosing to attend in person, the Twin Falls School District will have a face covering requirement and social distancing protocols in effect. Any request for accommodations due to the face-covering requirement must be received by the Board Clerk no later than 24 hours prior to the meeting. Requests that include written documentation from a state licensed medical professional will be considered. The Board Clerk can be reached at 208-733-6900. If the capacity of the meeting room is reached, additional classrooms where attendees can watch the live stream will be made available. Each classroom will have a capacity limit and face coverings will be required. For unscheduled delegations wishing to address the Board, there are two options available:

1. Contact the Clerk of the Board by 4:00 p.m. on Monday, April 12<sup>th</sup> to be scheduled to address the Board virtually via Zoom. Michelle can be reached at 208-733-6900.
2. Sign up at Canyon Ridge High School prior to the meeting for in-person testimony. Once the capacity of the meeting room is reached, speakers will have the opportunity to wait in one of the additional classrooms until called to address the board.

Zoom Link:

<https://us02web.zoom.us/j/85640354950?pwd=OGkrcEhDNm41SjRXMVd3YVdraWhKQT09>

Dial by your location

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

Meeting ID: 856 4035 4950

Passcode: 378707

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 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

## TWIN FALLS PUBLIC SCHOOLS

**School District No. 411**

201 MAIN AVENUE WEST

TWIN FALLS, IDAHO

83301

(208) 733-6900

March 8, 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, March 8, 2021. The following trustees were present: Chairman Bryan Matsuoka; Vice Chairman Jonathan Lord; Trustees, Jayson Lloyd, Heidi Casdorph (via Zoom), and Paul McClintock. There were also present Superintendent, Brady Dickinson; Associate Superintendent, Bill Brulotte; and Board Clerk, Michelle Lucas, as well as district directors, interested patrons, employees, and the media.
- 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 Matsuoka asked if there were any additions or deletions to the agenda. There were none. Trustee McClintock moved to approve the agenda as proposed. Vice Chairman Lord seconded the motion. The motion passed unanimously.
- IV. Unscheduled Delegations (Audience to Address the Board) – Chairman Matsuoka asked if anyone was wishing to address the Board. There was no one.
- V. Consent Calendar – Trustee McClintock moved to approve the consent calendar which included: minutes from February 8 and 24, 2021 meetings; building and board financial reports; accounts payable and payroll; private service providers (PSP)/consultants/and others: Primary Therapy Source, and Thinking Collaborative; administrator resignation for 2021-2022: Mike Gemar as .50 FTE associate principal; certified resignations for 2021-2022: Ann Vogt, Jane McLean, Gala Bortz, and Marsha Brown; certified resignations from Jacklyn Himmelberger and Robyn Spellberg; new classified employees: Katelin Hughes, Jasmine Martinez, Tamara Quarve, Marisol Jimenez, Martin Bratcher and Alexis Parra; classified transfers for Amber Irwin, Rebekah Rodriguez, and Amy Harris; classified retirements for 2021-2022: Richard Bean, Gail McHenry, Martha Florke, and Karen Fjeld; classified resignations from Cassidy Weatherford, Carolyn Jennings, Emily Long, Jennifer Hutchison, Deborah Hager, and Caryl Miller; classified resignation for 2021-2022: Bobbie Guenter; extra-curricular employee Derek Eccles; extra-curricular resignation from Matt McFarlin; and extra-curricular resignations for 2021-2022: Nancy Jones (varsity head basketball coach), Regan Harr (freshman volleyball and basketball coach), and Gala Bortz (math department head). The motion was seconded by Trustee Lord. Motion passed



unanimously.

VI. Superintendent's Report

- A/B. Superintendent Dickinson announced the certified employee of the month from Bridge Academy for the month of March as Araceli Huicochea, principal and from Lincoln Elementary School, Amy Lent, 1<sup>st</sup> grade teacher. Superintendent Dickinson announced the classified employee of the month from Bridge Academy as Lisa Ault, online coordinator and from Lincoln Elementary School as Tracy Underwood, secretary. Superintendent Dickinson read a brief resume' and a gift, plaque, and gift certificates for Slice Pizza will be delivered to their school.
- C. Dr. Dickinson shared with the Board that Twin Falls High School Boys Varsity Basketball team earned the 2020-2021 Winter Sports/Activities Academic State Champion Award for achieving the highest cumulative grade point average for a 4A Idaho School.
- D. Superintendent Dickinson introduced the Twin Falls High School Seniors: Hannah Fistolera, Kylee Miller, Isabel Manning, Anthony Renteria, and Ava Eckles to present their 2021 senior trip to Silverwood in Athol Idaho for Board approval. They presented their timeline and plans which included safety protocols with COVID. They would leave April 10<sup>th</sup> and return May 2<sup>nd</sup>, 2021. They plan to go to the beach and to Silverwood Theme Park after. After the Board asked a few questions, Trustee McClintock moved to approve the senior trip as proposed. Trustee Casdorph seconded the motion. Motion passed unanimously.

VII. Instruction A. Information Items: None

VII. Instruction B. Action Items: None

VIII. Budget & Finance A. Information Items:

1. The Board reviewed bid recommendations from Purchasing Agent, Sheila Rinehart for janitorial supplies \$122,274.45, paper supplies \$97,296.98, and general office supplies \$4,874.41. This is also listed as an action item because this is a time sensitive matter.

VIII. Budget & Finance B. Action Items:

1. After a brief discussion, Trustee McClintock moved to approve janitorial/paper/general office supply bids as proposed by Purchasing Agent Sheila Rinehart. Trustee Lord seconded the motion. Motion passed unanimously.

IX. Personnel A. Information Items:

1. Community Relations Director, Eva Craner shared policy and procedure recommended changes to: 3060 Education of Homeless Children, 3290 Sexual Harassment and Intimidation of Students, 3570 Student Records, 4120 Uniform Grievance Procedure, 4150F Request to Address the Board, 7218 Federal Grant Management System, 7450P1 Timely Obligation of Funds, 7455 Federal Debarment and Suspension, and 8605 Retention of District Records as a first reading.

IX. Personnel B. Action Items: None

X. Board Goals A. Information Items: None

X. Board Goals B. Action Items: None

XI. Future Agenda Items:

A. Building reports will be presented on March 31, 2021 by Principal of Bridge Academy, Araceli Huicochea; Principal of O'Leary Middle School, Ace Marcellus; Principal of Robert Stuart Middle School, Amy McBride; Principal of South Hills Middle School, Ryan Ellsworth. This meeting will be held at Canyon Ridge High School in #301.

XII. Executive Session

Since there was no other business to come before the Board, Trustee Lloyd moved that the Board retire into executive session as per Idaho Code 74-206(1) subsection (b), (d) and (j): (b) to consider student discipline; (d) to consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code; and (j) to consider contract labor negotiations. Vice Chairman Lord seconded the motion. Chairman Matsuoka asked the Clerk Michelle Lucas to poll the board. Roll call vote was as follows: Chairman Bryan Matsuoka – Yes; Vice Chairman Jonathan Lord – Yes; Trustee Paul McClintock – Yes; Trustee Jayson Lloyd – Yes; Trustee Heidi Casdorph – Yes. Motion carried. With over a ¾ of the Board vote, the Board convened into executive session at 7:31 p.m.

The Board opened to the public at 7:48 p.m.

Student discipline was discussed from 7:31 p.m. to 7:48 p.m. Trustee McClintock moved to expel two (2) students from school as per administration and hearing officers' recommendation, one for "Time Served" and one for an indefinite period of time, 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. Motion passed unanimously.

Chairman Matsuoka adjourned the meeting at 7:49 p.m.

\_\_\_\_\_  
Chairman Bryan Matsuoka

ATTEST:

\_\_\_\_\_  
Clerk Michelle Lucas

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

201 MAIN AVENUE WEST  
 TWIN FALLS, IDAHO 83301  
 (208) 733-6900

Executive Session  
 March 8, 2021

The Board of Trustees of Twin Falls School District #411 met in executive session on Monday, March 8, 2021, at 7:31 p.m., at Canyon Ridge High School boardroom #301 located at 300 North College Road, Twin Falls, Idaho. Chairman Bryan Matsuoka conducted the meeting. Trustees Jayson Lloyd, Paul McClintock, Jonathan Lord, and Heidi Casdorph along with Superintendent, Brady Dickinson; Board Clerk, Michelle Lucas; Associate Superintendent, Bill Brulotte were in attendance.

Since there was no other business to come before the Board, Trustee Lloyd moved that the Board retire into executive session as per Idaho Code 74-206(1) subsection (b), (d) and (j): (b) to consider student discipline; (d) to consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code; and (j) to consider contract labor negotiations. Vice Chairman Lord seconded the motion. Chairman Matsuoka asked the Clerk Michelle Lucas to poll the board. Roll call vote was as follows: Chairman Bryan Matsuoka – Yes; Vice Chairman Jonathan Lord – Yes; Trustee Paul McClintock – Yes; Trustee Jayson Lloyd – Yes; Trustee Heidi Casdorph – Yes. Motion carried. With over a  $\frac{3}{4}$  of the Board vote, the Board convened into executive session at 7:31 p.m.

The Board opened to the public at 7:48 p.m.

Student discipline was discussed from 7:31 p.m. to 7:48 p.m. Trustee McClintock moved to expel two (2) students from school as per administration and hearing officers' recommendation, one for "Time Served" and one for an indefinite period of time, 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. Motion passed unanimously.

Chairman Matsuoka adjourned the meeting at 7:49 p.m.

ATTEST:

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 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

March 16, 2021

- I.     Call to Order - The Board of Trustees of School District No. 411, Twin Falls County, State of Idaho, met in a special board meeting both at the District Office Board Room at 201 Main Avenue West, and virtually in a Zoom online meeting platform (accessible by the public), Twin Falls, Idaho, at the hour of 7:30 a.m., on Tuesday, March 16, 2021. The following trustees were present: Chairman, Bryan Matsuoka (via Zoom); Trustees, Paul McClintock, Heidi Casdorph (via Zoom), and Jayson Lloyd (via Zoom). There were also present Superintendent of Schools, Brady D. Dickinson; Board Clerk, Michelle Lucas; Associate Superintendent, Bill Brulotte; as well as directors, interested patrons, and employees. Vice Chairman Jonathan Lord was unable to attend.
- II.    Procedural Matters Action Items
1.     Approval of Agenda – Chairman, Matsuoka asked for a motion to approve the agenda. Trustee McClintock moved to approve the agenda as submitted. Trustee Lloyd seconded the motion. The motion passed unanimously.
- III.   Consent Calendar – Trustee McClintock moved to approve the consent calendar which included: administrator contract for Jennie Peterson as Director of Elementary Programs for the 2021-2022 school year. The motion was seconded by Trustee Casdorph. Motion passed unanimously.
- IV.    Chairman Matsuoka adjourned the meeting at 7:35 a.m.

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Chairman, Bryan Matsuoka

ATTEST:

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Board Clerk, Michelle Lucas



TWIN FALLS PUBLIC SCHOOLS

**School District No. 411**

201 MAIN AVENUE WEST

TWIN FALLS, IDAHO

83301

(208) 733-6900

March 31, 2021

7:06 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 7:06 p.m., on Wednesday, March 31, 2021. The following trustees were present: Chairman Bryan Matsuoka; Vice Chairman Jonathan Lord; Trustees, Jayson Lloyd, Heidi Casdorff and Paul McClintock. There were also present Superintendent, Brady Dickinson; Associate Superintendent, Bill Brulotte; and Board Clerk, Michelle Lucas, as well as district directors, interested patrons, employees, and the media.

Before the board meeting began, Chairman Matsuoka shared board meeting decorum expectations as outlined by Idaho Attorney General, Lawrence Wasden pointing out that this is a meeting in public, not a public meeting and that if there are any outbursts or interruptions the board will recess until the disruption has stopped. Meeting expectations and protocols regarding face coverings were also posted with the board meeting agenda.

- 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 Matsuoka asked if there were any additions or deletions to the agenda. There was one addition of an administrator resignation (item “K” in the consent calendar). Trustee McClintock moved to approve the agenda as amended. Vice Chairman Lord seconded the motion. The motion passed unanimously.

- IV. Unscheduled Delegations (Audience to Address the Board) – Chairman Matsuoka asked if anyone was wishing to address the Board. There were four (4); one (1) via Zoom and three (3) in person.

7:09 p.m. 7:12 p.m.: Mr. Jeremy Case addressed the Board via Zoom and shared his concerns if the masks are no longer mandated, he fears that his senior graduation or this year’s prom won’t happen. He shared that he feels eliminating the mask mandate now is reckless. Mr. Case thanked for Board for the opportunity to speak and share his thoughts on the matter.

There was a disruption in the audience so the Board recessed and left the room so the disturbance could be dealt with appropriately. Recess from 7:12 p.m. to 7:15 p.m. After a few minutes the Board was called back to the room and the meeting resumed.

7:16 p.m. to 7:19 p.m.: Ms. Charlotte Gharring addressed the Board and shared concerns for safety of herself, other staff, and all students. She quoted some statistics from the CDC and



shared that she is concerned about changing now and going against the SCPHD recommendations/prevention strategies. Ms. Gharring thanked the Board for their time.

7:19 p.m. to 7:23 p.m.: Ms. Tiffany Valencia stated that she is a mother of two and asked why the Board isn't more concerned with the health of the high risk people instead of controlling children; such as people with diabetes, etc. She quoted some statistics that she garnered and said "We need to get the muzzles off the kids faces".

7:23 p.m. to 7:26 p.m. Mrs. Peggy Hoy started her address by saying that she wanted to share an opinion from a teacher's point of view. She added that Twin Falls is so lucky, because of the actions of the Board, students have been getting in-person instruction most of the school year. She share that she believes students will be able to finish the school year with in-person instruction if the mandate stays in place. Mrs. Hoy thanked the Board for this opportunity to speak.

- V. Consent Calendar – Trustee McClintock moved to approve the consent calendar which included: new certified employee: Whitney Miley; certified retirement from Kathy Dobbs; certified release of contract for 2020-2021 school year for Amanda Scott; certified resignations from Ashley Carpenter, Carla Mingo, Emily Stephens, and Cassandra Hines; new classified employees: Stefanie Swindler, Mickey Carter, and Kira Cline; in district transfers for Joseph Raschke, Mireira Munoz Venegas, and Muriel English; classified retirements for Kay Rehn, Barbara Denney, and Sonia DeLeon; classified resignations for 2020-2021 school year from Christie Sorensen, Stephanie Sedlmayr, Michala Wonders, Jenna Munoz, and Rebecca Austin; classified resignation for 2021-2022 school year for Faith MacDonald; extra-curricular employees: Jasmine Robertson and Vjekoslav Bampa; job sharing request for Danyell Alger and Tiffany Patterson; early graduation request for Canyon Ridge High School student Destiney Horton; and administrator resignation for 2021-2022 school year from Ryan Ellsworth. Vice Chairman Lord seconded the motion. Motion passed unanimously.

VI. Instruction A. Information/B. Action Items:

1. Twin Falls Education Association Co-President, David Palmer addressed the Board regarding masks and quarantine protocols and shared the result of their associations' survey on the matter. 70% of the members that responded to the survey want the face covering mandate to continue. He also shared the associations concerns if face coverings are made optional. 7:27 p.m. to 7:29 p.m.

Chairman Matsuoka thanked everyone for their comments and said he respects everyone's comments and concerns. He commented that we may disagree, but the one thing everyone stands together on is that we love the students and want what's best for them.

2. Superintendent Dickinson presented to the Board the current COVID-19 district numbers, South Central Public Health District's risk levels for Twin Falls County, patron, staff, and student survey results, South Central Public Health District's recommendation, arguments for making masks optional and arguments for making masks required. Dr. Dickinson gave background of Board changes to the District Operational Protocols Plan as the pandemic progressed. The plan has been nimble to look at the overall situation at that time to make decisions based on the information available. After the Superintendent's presentation the Board asked a few follow-up questions of him, then thoroughly discussed and vetted in length all possible options, their concerns, and ideas on the first question at hand: whether the district should move from the yellow level to a modified green level. After all trustee's shared their



thoughts and concerns, Trustee McClintock moved to go from yellow level to a modified green level effective immediately. Trustee Lloyd seconded the motion. There was further discussion to clarify that the change to the green level opens the door for more activities not being done currently. Motion passed unanimously.

The Board then discussed the next questions at hand; if face coverings will become optional/recommended or continue to be mandated and if mandated, for how long. After much debate, discussion and more clarifying questions on dates through the rest of the school year (graduation dates, prom dates, ISAT testing dates, etc.) Trustee McClintock moved to make masks/face coverings required until April 26<sup>th</sup> then on April 26<sup>th</sup> and make masks/face coverings highly recommended. Trustee Casdorph seconded the motion. Vote was two (2) in favor and three (3) against. Motion failed.

After additional debate, Trustee Lloyd moved to make masks/face coverings mandatory through May 21<sup>st</sup>, the last day of school for 2020-2021. Vice Chairman Lord seconded the motion. Vote was three (3) in favor, two (2) against, motion passed.

Superintendent Dickinson summarized the motions this evening: Board action moves the District to "green" but to retain the current face-covering requirement through May 21, 2021. After May 21, 2021, face coverings will become recommended (optional) for summer school, graduations, etc.

#### VII. Budget & Finance A. Information Items:

1. Superintendent Dickinson briefly outlined the negotiated salary schedule modification for the 2020-2021 Collective Bargaining Agreement (CBA) as shared earlier with the Board. Dr. Dickinson; Fiscal Affairs Director, Bob Seaman; and Accountant, Rachel Youren, after a thorough analysis feel comfortable with moving forward with the salary schedule modification as outlined. This modification moves everyone to their appropriate rungs before the freeze. The District negotiations team feels comfortable that if something unprecedented comes up that the Twin Falls Education Association will agree to sit down again to address that change. Superintendent Dickinson stated that they did a worse case analysis and the District will be o.k. by doing this now and that the ESSER II funds will be authorized to backfill the District. Even if these funds are shifted to next year the District will be o.k. with carryover. The carryover will be low until ESSER II funds are authorized. It would be nice if the State gave all the ESSER II funds to repay us now but they will be repaid as soon as the new physical year rolls in.
2. The Board reviewed the 2021 Supplemental Levy Election results as canvassed by the Twin Falls County Commissioners. The County Clerk, Kristina Glasscock certified the election results with 1,484 (68.61%) votes in favor and 679 (31.39%) votes against; total votes at 2,163. Clerk of the Board, Michelle Lucas issued a certificate of election stating the same.

#### VII. Budget & Finance B. Action Items:

1. After a few clarifying questions, Trustee McClintock moved to approve the salary schedule modification for the CBA as outlined by Superintendent Dickinson. Vice Chairman Lord seconded the motion. Motion passed unanimously.

2. With no other discussion, Vice Chairman Lord moved to accept the Twin Falls County canvassed election results and Certificate of Election by the Clerk of the Board as submitted. Trustee McClintock seconded the motion. Motion passed unanimously.

#### VIII. Executive Session

Since there was no other business to come before the Board, Trustee McClintock moved that the Board retire into executive session as per Idaho Code 74-206(1) subsection (b), and (d): (b) to consider student discipline; and (d) to consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code. Trustee Lloyd seconded the motion. Chairman Matsuoka asked the Clerk Michelle Lucas to poll the board. Roll call vote was as follows: Chairman Bryan Matsuoka – Yes; Vice Chairman Jonathan Lord – Yes; Trustee Paul McClintock – Yes; Trustee Jayson Lloyd – Yes; Trustee Heidi Casdorph – Yes. Motion carried. With over a  $\frac{3}{4}$  of the Board vote, the Board convened into executive session at 9:12 p.m.

The Board opened to the public at 9:17 p.m.

Student discipline was discussed from 9:12 p.m. to 9:17 p.m. Trustee McClintock moved to expel five (5) students from school as per administration and hearing officers' recommendation, three for "Time Served" and two for an indefinite period of time, 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. Motion passed unanimously.

Trustee McClintock moved to adjourn the meeting. Trustee Lloyd second the motion. Motion passed unanimously. Time was 9:17 p.m.

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Chairman Bryan Matsuoka

ATTEST:

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Clerk, Michelle Lucas



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

201 MAIN AVENUE WEST  
 TWIN FALLS, IDAHO 83301  
 (208) 733-6900

Executive Session  
 March 31, 2021

The Board of Trustees of Twin Falls School District #411 met in executive session on Wednesday, March 31, 2021, at 9:12 p.m., at Canyon Ridge High School boardroom #301 located at 300 North College Road, Twin Falls, Idaho. Chairman Bryan Matsuoka conducted the meeting. Trustees Jayson Lloyd, Paul McClintock, Jonathan Lord, and Heidi Casdorff along with Superintendent, Brady Dickinson; Board Clerk, Michelle Lucas; Associate Superintendent, Bill Brulotte were in attendance.

Since there was no other business to come before the Board, Trustee McClintock moved that the Board retire into executive session as per Idaho Code 74-206(1) subsection (b), and (d): (b) to consider student discipline; and (d) to consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code. Trustee Lloyd seconded the motion. Chairman Matsuoka asked the Clerk Michelle Lucas to poll the board. Roll call vote was as follows: Chairman Bryan Matsuoka – Yes; Vice Chairman Jonathan Lord – Yes; Trustee Paul McClintock – Yes; Trustee Jayson Lloyd – Yes; Trustee Heidi Casdorff – Yes. Motion carried. With over a ¾ of the Board vote, the Board convened into executive session at 9:12 p.m.

The Board opened to the public at 9:17 p.m.

Student discipline was discussed from 9:12 p.m. to 9:17 p.m. Trustee McClintock moved to expel five (5) students from school as per administration and hearing officers' recommendation, three for "Time Served" and two for an indefinite period of time, 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. Motion passed unanimously.

Trustee McClintock moved to adjourn the meeting. Trustee Lloyd second the motion. Motion passed unanimously. Time was 9:17 p.m.

\_\_\_\_\_  
 Chairman Bryan Matsuoka

ATTEST:

\_\_\_\_\_  
 Clerk, Michelle Lucas

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

### EXECUTIVE SUMMARY

#### Submitted for Board Information

Dates of Service	Vendor	Amount
12/8/20-12/7/21	Cognia--Licenses for online prof.learning	\$1,500.00
2021 yr.	for Magic Valley High School	
	Star Autism Support--2 days workshop	\$3,500.00
2021 yr.	The Core Collaborative (Lincoln Prof. Dev.)	\$36,195.00
4/30/21-4/29/22	Raptor Technologies (Immanuel Lutheran	\$570.00
	Visitor Management Annual fee)	
21/22 yr.	Power School (Enrollment School locator)	\$1,164.00

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."*



Nov 11, 2020

# Proposal

## **Prepared For:**

Roger Keller,  
Magic Valley High School,  
Twin Falls, ID

## **Prepared By:**

Dale Kleinert, Regional Director  
Cognia  
Dale.kleinert@cognia.org

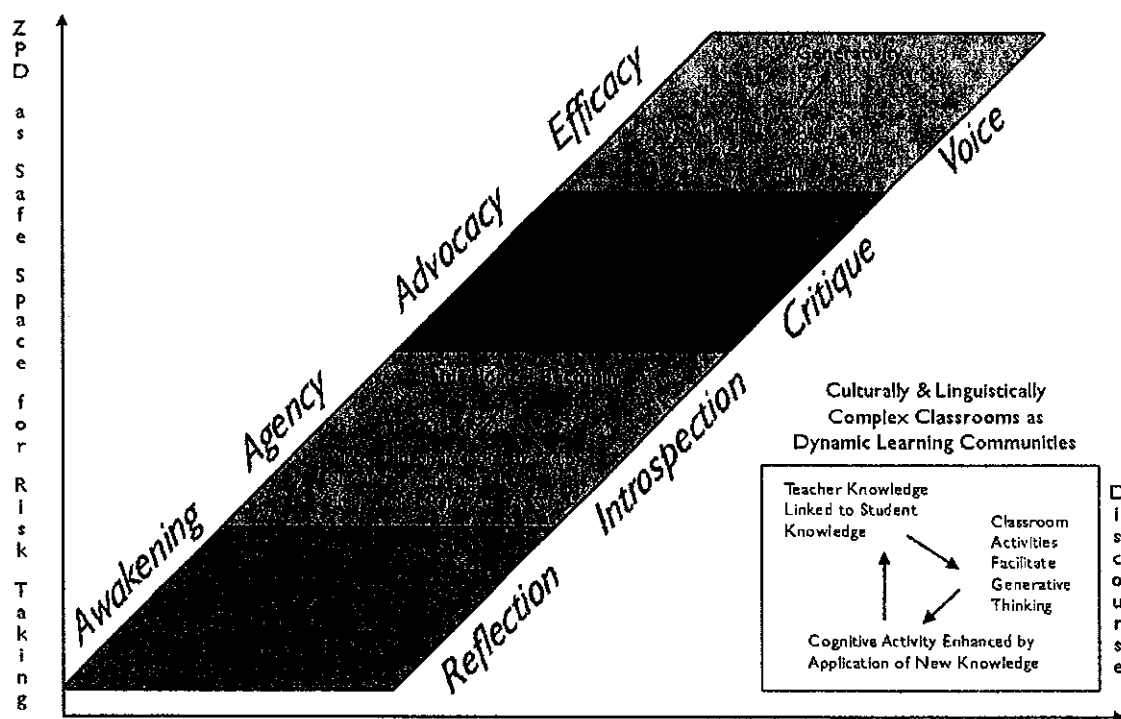
# About LINC

LINC, The Learning Innovation Catalyst, is dedicated to supporting educators as agents of innovative classroom transformation. By helping schools create true learner-centered classrooms, LINC helps prepare all students for their rapidly changing world. As a leading international provider of professional development services for schools and school systems, our approach is based on more than 15 years of foundational research by Stanford University Professor, Dr. Arnetha Ball. Dr. Ball's *Model of Generative Change* is the research base for LINC's best-in-class virtual platform, LINCspring, which supports a transformative, personalized learning experience for all educators at scale which efficiently and effectively impacts classroom practice.

*Illustration 1: Model of Generative Change, Dr. Arnetha Ball, Stanford University Graduate School of Education*

## MODEL OF GENERATIVE CHANGE

Figure 1. The processes through which teachers and students develop voice, generativity, and efficacy in their thinking and practice.



Ultimately, our goal is to help school and district leaders develop a culture of generativity -- *continuous learning and growth through self and shared reflection and iteration*. As educators become generative practitioners, they are more equipped to navigate the complex and changing needs of today's learners and classrooms.



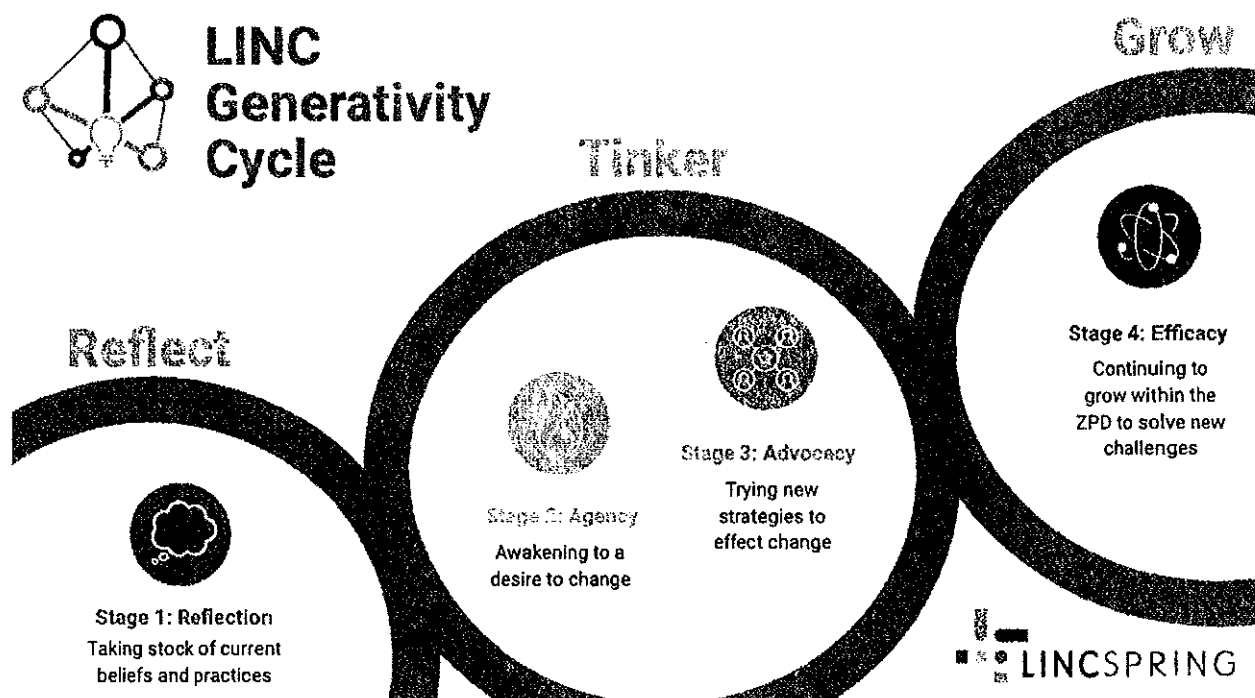
The LINC founding team and advisors are comprised of renowned educators, curriculum developers, researchers, best-selling authors, and trainers. Together, we have more than 75 years of combined experience in developing and delivering best-in-class solutions for supporting adult learners at scale.

## About LINCspring

LINCspring is an easy-to-use, online professional learning solution that brings educators together and guides them through reflection, planning, and hands-on implementation of best practice instructional strategies. LINCspring contains over 100 hours of learning experiences including such topics as classroom management, formative assessment, lesson planning, building student agency, and many others. LINCspring is personalized allowing each educator to experience the precise path and pace to meet their professional growth needs. Additionally, it can be utilized by coaches and teacher leaders to assign priority topics and pathways while giving access to progress monitoring and ongoing coaching support.

LINCspring is the tool to support scaling coaching capacity with consistency and effectiveness. Through LINCspring's *Reflect, Tinker, Grow* methodology, an approach based on the research of Dr. Arnetha Ball's *Model of Generative Change*, teachers are supported through sustained growth and implementation of best practice instruction.

*Illustration 2: LINCspring Reflect, Tinker, Grow methodology supports sustained growth.*



# THE LINC DIFFERENCE

LINC delivers a comprehensive, blended approach to professional growth including the LINCspring virtual platform and both online and in-person coaching and workshops. Some of the unique benefits of LINC include:

- **Affordability** - By leveraging LINCspring, districts can spend less money on outside speakers, coaches, substitutes, and the costs of events.
- **Scalability with quality** - LINCspring can be deployed to a large number of teachers and leaders with a consistent approach and fidelity to the professional learning experience.
- **Virtual Visibility** - Teachers can track their progress as they build their portfolio while administrators and coaches track school level and teacher level progress and growth.
- **Internal Capacity Building** - The LINC team focuses on building the capacity of school and district leaders to implement significant portions of the professional development.
- **Sustainability** - LINC's work, supported through Stanford University research, integrates tactical elements which significantly impact teachers' adoption of new instructional practices.
- **Limited Disruption** - The job-embedded structure allows teachers to remain in the classroom for professional development experiences.

## Proposed Services

This proposal provides Independence High School with a unified and systematic approach to supporting leaders and teachers at scale. The LINC collaboration:

- Provides professional learning that transfers to classroom practice
- Develops innovative personalized learning strategies in classrooms
- Fosters critical skills like classroom management, differentiation, use of formative assessments, and UBD-aligned lesson planning
- Facilitates ongoing professional learning communities across the county
- Delivers coaching directly to teachers upon demand even though coaches may not be onsite that day
- New York continuing education credits for participating educators

# Pricing and Items

Product	Description	Price	Quantity	Total
LINCspring License Subscriptions + LINCspringLIVE!	Access to LINCspring online professional learning experience and coaching platform with LINC Essentials content library + LINCspringLIVE!  Licenses expire on June 30, 2021.	\$1,500	14	\$1500.00

Total Product & Cost:

**\$1500.00**

**Prices quoted are good for 90 days.**

If the services recommended in this proposal are acceptable, LINC will provide you with a contract which includes proposed dates and our standard terms and conditions for your review. Please contact me with your feedback at 1-888-413-3669 x5509

We look forward to collaborating with you!

Complete this form and email it to: [legal@cognia.org](mailto:legal@cognia.org) with all required attachments or needed information.

Date of Request	12/1/2020														
Requester / Division/Business Unit	Dele Kleinert, Client Services														
Salesforce Member Number	230184														
Name of Client	Magic Valley High School														
Contact Person (authorized to initiate purchase) (Include name, title, phone, and email address)	Roger Keller, Principal 208-733-8823 <a href="mailto:kellorro@lfscd.org">kellorro@lfscd.org</a>														
Billing Information (address and email address)	Magic Valley High School 201 Main Avenue West Twin Falls, ID 83301														
Terms N30 FIRM	No changes without Finance Approval														
LINC License (Attach SOW or PO) List Number Licenses and per Unit Price /Prices.  (individual license x \$75 ea./ Small License 0-25 users for / Medium/ Large/ XL.	\$1,500														
<table border="1"> <thead> <tr> <th>School Size</th> <th>Non-Member License</th> <th>Member License</th> </tr> </thead> <tbody> <tr> <td>Small (1-25 users)</td> <td>\$2,000</td> <td>\$1,500</td> </tr> <tr> <td>Medium (26-50 users)</td> <td>\$4,000</td> <td>\$3,000</td> </tr> <tr> <td>Large (51-75 users)</td> <td>\$6,000</td> <td>\$4,500</td> </tr> <tr> <td>XL (76+)</td> <td>\$8,000</td> <td>\$6,000</td> </tr> </tbody> </table>		School Size	Non-Member License	Member License	Small (1-25 users)	\$2,000	\$1,500	Medium (26-50 users)	\$4,000	\$3,000	Large (51-75 users)	\$6,000	\$4,500	XL (76+)	\$8,000
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Medium (26-50 users)	\$4,000	\$3,000													
Large (51-75 users)	\$6,000	\$4,500													
XL (76+)	\$8,000	\$6,000													
Total Purchase Amount	\$1,500														
Anticipated Start Date (12 Month License)	December 8, 2020														





## STAR COMPREHENSIVE WORKSHOP—2 DAYS

Twin Falls 210315

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### Workshop Content

This comprehensive two-day workshop provides participants with detailed examples and practice activities on how to implement the evidence-based practices identified in the National Standards Report (2015). The research-based STAR Program (Arick, Loos, Falco and Krug, 2015) is used to provide examples. Appropriate content connected to the common core curriculum is presented and detailed information on the three evidenced-based instructional methods of Discrete Trial Training, Pivotal Response Training, and teaching through Functional Routines are shared.

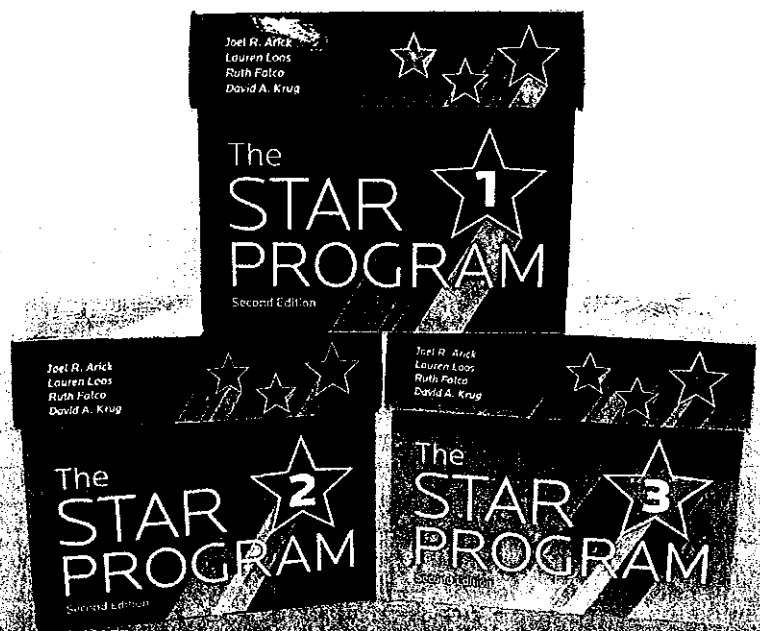
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### What You Will Learn

Participants will learn how to implement Discrete Trial Training, Pivotal Response Training and teaching through Functional Routines through structured lesson plans and a curriculum scope and sequence. The workshop will include extensive data collection systems and participants will learn to collect and use data for instructional decision making.

### **Workshop topics will include the use of:**

- PowerPoint lecture
- Video examples
- Presenter demonstration
- Participant practice



## 2-day Comprehensive STAR Workshop



### STAR Comprehensive Workshop (virtual)

#### **Activities**

- ◆ **Two Day STAR Workshop** on implementation of ABA strategies found in the STAR Program

#### **Recommended Participants (maximum 30 for 1 trainer)**

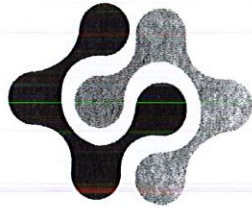
- ◆ Teachers
- ◆ Paraprofessionals
- ◆ Supporting Staff (SLP, OT, Psychologists, etc.)
- ◆ Administrators

#### **Estimate of Training Fees (1 trainer x 2 days)**

- ◆ \$3,500.00 (\$1,750.00/day)

### Total Pricing

Quantity	Item	Total
2 Days	STAR Program Comprehensive Workshop (1 trainer, virtual)	\$3,500.00
	Total:	<b>\$3,500.00</b>



The Core Collaborative

4629 Cass St #292  
San Diego, CA 92109  
Ph. 619.432.CORE (2673)



## Professional Development Proposal Impact Teams

Submitted for consideration to:

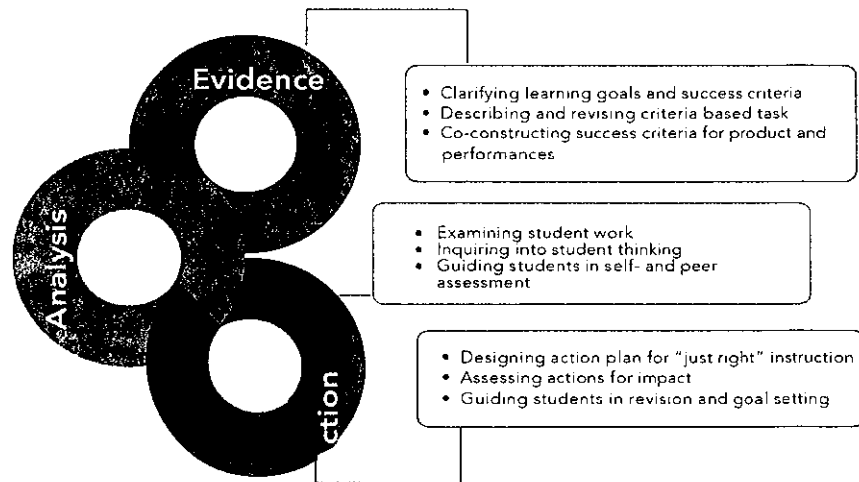
Cheri McKenzie  
Principal  
Lincoln Elementary School  
238 Buhl St N  
Twin Falls, ID 83301  
P- (208) 733-1321  
F- 208-733-4243  
mckenziech@tfstd.org

Proposal Submitted: Feb 20, 2021  
Proposal Valid Until: Mar. 31, 2021  
Payment Terms: Net 30 Days After Service

The Impact Team Model (ITM) uses a foundational, simple and powerful 3-step protocol framework. This framework ensures that teams focus on developing assessment capable learners and ensures that teams are always asking, "What is our Impact?". Impact Teams use protocols purposefully to guide collaborative inquiry. In addition, the Impact Team Purposeful protocols are used **throughout all levels of the system**: classroom, teacher team meetings, instructional leadership team meetings and district and parent meetings.

## A Holistic Approach to Learning

The Impact Teams model is used in team meetings and with students to strengthen learner centered systems.



## Expanding Student Centered Learning Through EAA Classroom Protocol

Teams will continue to practice their use of foundational protocols while expanding their understanding of the formative assessment process.

After their four coaching sessions they will be able to:

- Summarize the research that underpins the Impact Team Model
- Understand the components of effective teaming and model through effective protocols
- Demonstrate understanding and implementation of the 5 Core Formative Practices
- Enhance teacher clarity with curriculum and assessment
- Explore deeper pedagogy protocols that guide Impact Team inquiry Cycles
- Learn the attributes of quality self and peer assessment

## Peer Power • Engaging Students in Peer Assessment

Research indicates that self-assessment is crucial to improved learning. Self-assessment encourages students to set higher learning goals and provide greater effort to their learning. When properly implemented self and peer assessment gives teachers reliable information about student learning that supports teachers and students in creating optimal conditions for learning.

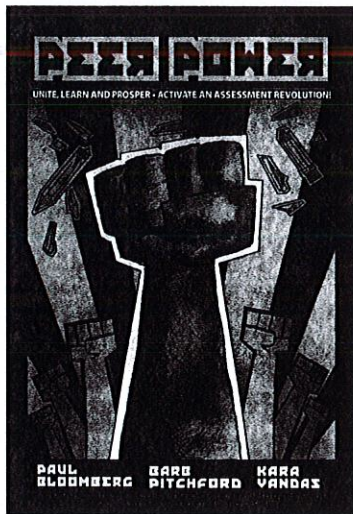
Upon completion of the implementation days, participants will be able to:

- Build a shared language for peer review
- Define self and peer assessment in relationship to the formative assessment process
- Gain knowledge of the research that supports self and peer assessment
- Learn the four stages of peer review that teachers can apply in the classroom immediately





## Required Resource



ISBN:9781950089000 Pricing:

Per Participant - \$27.95 Discount:

- 15% off order of 30 books or more
- 20% off order of 50 books or more
- Free shipping on orders over \$500

### **Peer Power: Unite, Learn and Prosper • Activate an Assessment Revolution**

Activate an assessment revolution with the Peer Power Feedback Framework! Formative assessment produces greater increases in student learning and is cheaper than other efforts to boost achievement. Peer Power gives teachers a practical 6-step framework for empowering students to take ownership of their learning through the self and peer assessment process.

The Peer Power Framework:

- expands feedback to learners
- amplifies quality classroom discussion
- expands student goal setting
- infuses dispositional learning
- strengthens metacognitive thinking
- integrates SEL practices into classroom culture

Thirteen practitioners offer concrete, practical strategies to support peer assessment in primary, upper elementary, secondary, math, English, social studies, and science. There is content dedicated to supporting English language learners and the use of technology to support goal setting and reflection.

Peer Power isn't just for students; there are three chapters written by experts on how to harness the capacity of teams (PLC's and Impact Teams) to strengthen their collaborative expertise to put learners at the center of the assessment process.

If you are a fan of formative assessment and feedback, if you believe in student-centered approaches to learning, if you want to increase student achievement by developing self-directed learners – you will be a big fan of Peer Power. Contributions By: Eric Bjornstad, Lisa Cebelak, Rupa Chandra-Gupta, Lori Cook, Rachel Fairchild, Gary Giordano, Dave Horton, Katie Smith, Sarah Stevens, Isaac Wells.



## Financial Investment

Six hours of virtual learning is equivalent to one face to face contracted day. Prices are inclusive of travel costs associated with face to face learning. Please review the travel statement below. Participant waivers and COVID-19 preventative measures will need to be in place ahead of any face to face learning.

Services	QTY	Price
<b>Impact Teams Grade Level Cluster</b> Grade Level bands support for 3 hours each session and a 3 hour session of classroom implementation coaching each visit to dive deeper into protocols such as evidence walks, peer coaching, case studies, and leadership feedback support. (2 days each visit) Dates: Virtual May 12-13, 2021	2	\$4,200.00
<b>✓ Impact Teams Grade Level Cluster Option 2</b> Grade Level bands support for 3 hours each session and a 3 hour session of classroom implementation coaching each visit to dive deeper into protocols such as evidence walks, peer coaching, case studies, and leadership feedback support. (2 days each visit) Dates: Face to Face - Aug 31-Sept 1, Oct 5-6, Nov 9-10, 2021	6	\$4,950.00
<b>Resources</b>		
<b>Peer Power: Unite, Learn Prosper</b> This resource is required to go deeper into the formative assessment process. Teams will use this resource as a guide and in between coaching visits. Discount has been applied. Invoice will be from Mimi & Todd Press, Inc.	0	\$15.00

Subtotal	<b>\$38,100.00</b>
Discount	<b>-\$1,905.00</b>
<b>Total</b>	<b>\$36,195.00</b>

### **Please Note:**

In the event local, state or federal authorities issue orders or laws requiring social distancing, imposing travel restrictions or limiting or prohibiting large group gatherings, all TCC professional learning will be delivered virtually as soon as practicable. It is the responsibility of each educator to ensure they have access to a device (laptop preferred) to participate in the virtual sessions. We will revise the professional learning schedule based on best-practice virtual learning pedagogy and CDC guidelines. For purposes of clarity, TCC's obligations under this contract shall be considered met when it makes its services available to the educator virtually. The educator's inability to participate in virtual sessions due to his/her/its failure to connect their device to the virtual sessions shall not be considered breach of contract by TCC.

### **Discount Available:**

TCC offers a 5% discount for pre-paying the amount due. If the system decides to take advantage of the pre-paid discount the balance needs to be paid 15 days in advance of the delivery of the first virtual and/or face-to-face PD session. If the balance of pre-pay has not been received prior to this date the discount will no longer apply.



It has been a pleasure working with you to bring this unique learning opportunity to your staff.

Our next steps area as follow. Let's:

- **Set up a time to review this proposal with an expert** to make sure it is exactly what you would like to provide to your colleagues and decision makers that will be involved in the process.
- **Sign this proposal below** to indicate you are ready to move forward with next steps in the contracting process.
- **Hold dates with our facilitator(s)**, the earlier we can do this will assure that we can provide the work on the dates you need! We can hold dates without a signed contract.

Please contact us at your earliest convenience.

Warm Regards,

*Leah Tierney*

Leah Tierney  
Learning Network Specialist

**Agreed and accepted by:**

*Cheri McKenzie*

**CheriMcKenzie**

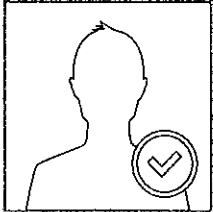


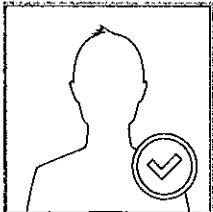


03 / 15 / 2021



# Signature Certificate

Document Ref.: S2DGG-NDDD4-MUGGO-QKSA6

Document signed by:

	<b>Leah Tierney</b> Verified E-mail: leah@thecorecollaborative.com	
IP: 216.163.194.27	Date: 03 Mar 2021 21:20:41 UTC	
	<b>Cheri McKenzie</b> E-mail: mckenziech@tfds.org Signed via link	
IP: 216.163.194.27	Date: 15 Mar 2021 15:47:34 UTC	

Document completed by all parties on:

15 Mar 2021 15:47:34 UTC

Page 1 of 1



Signed with PandaDoc.com

PandaDoc is the document platform that boosts your company's revenue by accelerating the way it transacts.







Date  
Renewal Notice #

3/1/2021  
10622

Your Service Ends  
4/30/2021  
To avoid loss of service, please pay renewal fee  
on or before the above service end date.

## Renewal Notice

### Bill To ::

Immanuel Lutheran School  
Accounts Payable  
2055 Filer Ave E  
Twin Falls ID 83301

### Ordered By:

Immanuel Lutheran School

### Ship To ::

"Protect Every Child, Every School, Every Day"

#### Terms

Renewal Notice N60

Description	Quantity	Price	Amount
Raptor Visitor Management Annual Access Fee	1	\$570.00	\$570.00
Remit checks to: Dept 141 PO Box 4458 Houston, TX 77210-4458		Subtotal	\$570.00
To submit a Purchase Order or for Renewal questions, please e-mail Renew@Raptortech.com		Sales Tax	\$0.00
		Total	\$570.00

**CLICK TO PAY NOW**







## Invoice

Date 02/25/2021  
Invoice# INV250695

Due Date 04/30/2021  
EIN# 47-4429364  
Customer ID 10005009

**Bill To**

Twin Falls School District 411  
201 Main Avenue W  
Twin Falls ID 83301-6103  
United States

**Ship To**

Twin Falls School District 411  
201 Main Avenue W  
Twin Falls ID 83301-6103  
United States

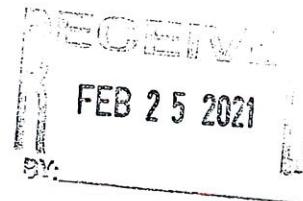
Q-418714	Autra Minnifield
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Product Description	Qty	Unit	Tax	Unit Price	Extended Price
SW-IS-S-ISSL: PowerSchool Enrollment School Locator	1,455	Students	0%	0.80	\$1,164.00

Subtotal	Tax Total	Total (USD)
\$1,164.00	\$0.00	\$1,164.00
		Amt. Due (USD)
		\$1,164.00

To pay by credit card, please click on this link:

[https://app.suitesync.io/payments/acct\\_1DjqOtAVmQmJDIDk/custinvc/6549644?email=false?store=true](https://app.suitesync.io/payments/acct_1DjqOtAVmQmJDIDk/custinvc/6549644?email=false?store=true)



Thank you for your business

<b>Remit by Check (US Mail Only):</b> PowerSchool Group LLC PO Box 398408 San Francisco, CA 94139-8408	<b>Remit by Check (Courier):</b> Wells Fargo Lockbox Services Dept #38408 3440 Walnut Ave, Bldg A, Window H Fremont, CA 94538	<b>Remit by Wire or ACH:</b> Wells Fargo Bank, NA Account Name: PowerSchool Group LLC ABA Routing No: 121000248 Account No: 4633847017 SWIFT: WFBUS65 (Include invoice number in transmission)	<b>Customer Service:</b> ar@powerschool.com 888-265-7641 (Toll-Free) 916-357-9934 (Fax)
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This is your annual support/subscription/hosting renewal. To avoid cancellation of your phone support, product updates or hosted products, please work with your Director of Technology or appropriate business person to approve a purchase order and payment for this annual recurring invoice.

Licensee shall be subject to a monthly charge of 1.5% on all amounts not paid when due (18% annually), or, if a lower maximum rate is established by law, then such lower maximum rate.

**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: April 1, 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:

- Kathy Dabestani – Teacher - Math – Canyon Ridge High School
- 

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



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

Date: April 1, 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 her resignation letter resigning her position for the 2021-2022 school year:

- Chelsey Martin-Wilson - Teacher – Special Education at Sawtooth Elementary School

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





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

Date: April 1, 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 Transfer

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:

Debra Rydalch	Cook at Canyon Ridge High School
Peggy Hymas	Tray Washer at South Hills Middle School

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

**NAME**

**POSITION**

Tiffany Douglas	Special Education Clerk at Canyon Ridge High School
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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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Twin Falls, ID 83301

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F 208.733.6987  
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**Brady D. Dickinson, PH.D. SUPERINTENDENT OF SCHOOLS**

Date: April 1, 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:

Addie Hall	Para educator – Literacy	Rock Creek Elementary School
Gary Radmall	Safety and Security Aide	Perrine Elementary School

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



**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: April 1, 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 Employee

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.

Tiahna Burbank	Track Coach – 7 <sup>th</sup> Assistant - Girls	Robert Stuart Middle School
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# EMPLOYEE OF THE MONTH QUESTIONS

Certified x \_\_\_\_\_ or Classified \_\_\_\_\_

<b>Name:</b>	Nicole Hall
<b>School:</b>	Rock Creek
<b>Position:</b>	3rd grade teacher
<b>Hometown:</b>	Indianapolis
<b>Inspiration:</b>	Martin Luther King, Jr. and Dr. Seuss
<b>Pet Peeve:</b>	My pet peeve is when adults use the wrong spelling for your and there.
<b>Favorite hobby away from work:</b>	Playing board games with my family
<b>What word describes you best?</b>	Hopeful
<b>One thing people don't know about you:</b>	<u>I am the oldest of 6.</u>
<b>Why did you choose this career?</b>	I love kids and wanted to make a difference. I played school as a child and was always the teacher.
<b>What is the #1 activity on your bucket list:</b>	Taking my family to Alaska, and we are going in June!
<b>How do you want to be Remembered?</b>	I want to be remembered as a kind person who has a strong faith.
<b>Best day on the job was.....</b>	every year when we celebrate Martin Luther King, Jr. . My students write the most inspiring essays about their dreams entitled "I Have a Dream".. They always enjoy the activity and finish the writing project in one day.

Principal Note:

Nicole is an amazing, uplifting staff member who comes to work every day with a smile on her face and joy in her heart. She has a deep love of reading and brings that to her classroom. Her students in turn are developing that same love. When you step into her classroom you immediately see her students mirroring her kindness, love for learning and genuine care for others. She is always willing to volunteer when needed and is the first person to express her sincere gratitude to those around her. She states she wants to be remembered as a kind person and without a doubt that is the first thing I think about when discussing Nicole. She is such a gem and we are so very fortunate that Nicole is on the staff at Rock Creek.



# EMPLOYEE OF THE MONTH QUESTIONS

Certified \_\_\_\_ or Classified \_\_x\_\_

<b>Name:</b>	Bobbi Larson
<b>School:</b>	Rock Creek Elementary School
<b>Position:</b>	ERC Paraeducator
<b>Hometown:</b>	Filer, Idaho
<b>Inspiration:</b>	Everyone in my life.
<b>Pet Peeve:</b>	disrespect
<b>Favorite hobby away from work:</b>	Doing activities with my kids and watching tv.
<b>What word describes you best?</b>	helpful
<b>One thing people don't know about you:</b>	I am the youngest of 4.
<b>Why did you choose this career?</b>	I was friends with a girl in high school with intellectual disabilities. The counselor at the high school referred me to working with adults with intellectual abilities at group homes. I also have been a paraeducator as well.
<b>What is the #1 activity on your bucket list:</b>	To travel to Europe.
<b>How do you want to be Remembered?</b>	Being the best person I could be.
<b>Best day on the job was.....</b>	There are so many to choose from so I'll pick in general. It is seeing our kids succeed even in the simplest tasks social and academically. Everyday is filled with challenges and fun. No day is the same.

## Principal Note:

Bobbi Larson has a true heart of gold and is absolutely amazing with her ERC students. She is very kind and patient but yet holds them accountable for their learning and behaviors. She is such an active member of our Rock Creek staff and volunteers to help out wherever she can. She sees an opportunity to help others and does not hesitate to get involved. She is a complete compliment to the teachers she works with as she guides her students in their various classrooms. She is always the first to greet every staff member and truly cares about each and every one of them. She is very deserving of this recognition and we are so grateful that she is such a positive, amazing member of our Rock Creek family.



# EMPLOYEE OF THE MONTH QUESTIONS

Certified \_\_\_\_ or Classified ✓

Name:	Garrett Johnson
School:	I. B. Perrine Elementary
Position:	Night Custodian
Hometown:	Murtaugh
Inspiration:	N/A
Pet Peeve:	I walk like a duck sometimes
Favorite hobby away from work:	Treasure Hunting
What word describes you best?	<del>Stoic</del> Sokester
One thing people don't know about you:	I always wanted to be a country singer, but never had the voice for one.
Why did you choose this career?	oddly enough I always wanted to work in a school.
What is the #1 activity on your bucket list:	To climb Mount Borah
How do you want to be Remembered?	As a person that people can rely on.
Best day on the job was.....	When I was filling for head custodian and kids were wanting to give high fives during

Lunch.

## Principal Note:

Garrett is the embodiment of happy. He exudes positive energy and can brighten even the gloomiest of days. Ever diligent in his duties, you know if Garrett is on it, it is already done. I appreciate his helpful, can-do attitude and feel fortunate to have him on our team.

# EMPLOYEE OF THE MONTH QUESTIONS

Certified ☒ or Classified ☐

Name:	Heather Lusk
School:	Perrine Elementary
Position:	PE
Hometown:	Twin Falls
Inspiration:	My Husband
Pet Peeve:	Disobedience and Dishonesty
Favorite hobby away from work:	Archery
What word describes you best?	Caring
One thing people don't know about you:	I am a horrible dancer
Why did you choose this career?	I have always loved being physically active and I wanted to share that passion with students and hopefully some of them would also become passionate about it
What is the #1 activity on your bucket list:	Travel
How do you want to be Remembered?	As a P.E. teacher that taught them skills that they could use their entire life, to stay physically active.
Best day on the job was.....	the first and last day of every school year because the students are so excited and happy on those days.

Principal Note:

Heather is a leader in all she does. Whether it be with students in the gym, with colleagues on the Lighthouse team, or with members of the PTA - really anywhere, all the time - she is deeply invested in making Perrine the best school it can be. We are truly blessed by her friendship, her leadership, and her commitment.



Twin Falls School District  
Board Report Form  
2020-2021

**School: Vera C. O'Leary Middle School**

Idaho Standards Achievement Test - Spring 2019  
Mathematics

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
6th	54%	40%	43%
7th	56%	43%	46%
8th	52%	32%	41%

Idaho Standards Achievement Test - Spring 2019  
English Language Arts

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
6th	61%	50%	55%
7th	66%	56%	58%
8th	64%	49%	54%

Idaho Standards Achievement Test - Spring  
2019  
Science

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
7th	56%	44%	51%

### Building Goals:

- Increase growth on ISAT scores by at least 25 points in 70% of our population. To prepare for this, we plan to use interim tests, incorporate math into all classrooms and help our PrimeTime students create a goal for the ISAT test.
- Increase growth for students ISAT scores by 15 points or more for at least 70% of students on IEPs.
- Create an overall 10% reduction in behavior incidents from last year by using PBIS rewards and positive reinforcement. To measure the accountability, we ask that all teachers assign at least 10 cubs cash to students bi-weekly and reinforce good behavior.



## **Growth Towards Goals:**

- We are using interim tests, and i-Ready to monitor our progress.
- Our special education teachers are using MobyMax to monitor student growth.
- We are using Mileposts discipline entries and the PBIS Rewards system to monitor behavior.

## **Growth Indicators:**

- Increase growth on ISAT scores by at least 25 points in 70% of our population or more. To prepare for this, we plan to use interim tests, incorporate math into all classrooms and help our PrimeTime students create a goal for the ISAT test.
  - Students have been taking the interim tests and Goals will be set in PrimeTime this week.
- Increase growth for students ISAT scores by 15 points or more for at least 70% of students on IEPs.
  - All students in pull out IEP classes have been utilizing Moby Max in addition to their direct instruction to help address learning gaps. The internal data from this program is showing great growth for these students.
- Create an overall 10% reduction in behavior incidents from last year by using PBIS rewards and positive reinforcement. To measure the accountability, we ask that all teachers assign at least 10 cubs cash to students bi-weekly and reinforce good behavior.
  - 153 office referrals so far for 2020-21
  - 376 office referrals in 2019-20
  - Our BLT is currently investigating adding a SEL program next year

## **Instructional Focus/Priorities:**

- Credit Recovery
- Write Tools in all subjects
- PBIS fully implemented
- Social Emotional Learning



- Cubs Essentials

### **School Improvement Initiatives:**

- Credit Recovery
- Write Tools in all subjects
- PBIS fully implemented
- Social Emotional Learning
- Cubs Essentials

### **Interventions and Extensions:**

- Cubs Essentials
- Credit recovery

### **Leadership Premium Usage:**

- 2 Student Leadership
- 2 for Saturday School
- 3 Team Leaders
- 2 Credit Recovery

### **Challenges:**

- This has been a year of flux and change as it has with all walks of life since COVID-19 hit our area.
- Our staff, students, and community members are at a constant state of stress that makes our normal day more challenging.
- Our focus this year has been on maintaining the essentials and not on pushing forward with new initiatives that we started last year.



Twin Falls School District  
Board Report Form  
2020-2021

**School:**

**Robert Stuart Middle School**

**Idaho Standards Achievement Test - Spring 2019  
Mathematics**

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
6th	33.5%	40%	43%
7th	42.7%	43%	46%
8th	25.9%	32%	41%

**Idaho Standards Achievement Test - Spring 2019  
English Language Arts**

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
6th	47.6 %	50%	55%
7th	53.6%	56%	58%
8th	45.0%	49%	54%

**Idaho Standards Achievement Test - Spring  
2019  
Science**

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
7th	49.5%	44%	51%

**1. Building Goals:**

- RSMS will increase the percent of students scoring proficient or higher on the 2021 math ISAT by 15%, from 32% to 47%.
- RSMS will increase the percent of students scoring proficient or higher on the 2021 ELA ISAT by 15%, from 49% to 64%

**2. Growth Towards Goals:**

- Used the ISAT practice tests, interim and block assessments, and unit assessments in both math and language arts to gather information about our students' progress towards the standards and to familiarize students on how they will be assessed

**3. Growth Indicators:**

- 66% of students have already made the typical growth in i-ready math.
- 69% of students are at or near proficiency on interim ELA ISAT assessments.



4. Instructional Focus/Priorities:

- Providing every instructional opportunity while fully engaging students while at school or online

5. School Improvement Initiatives:

- Academic interventions - all Tiers
- Consistent behavioral interventions (online especially)
- Utilizing online Mondays to improve instruction, assessment and curriculum alignment

6. Interventions and Extensions:

- Offered before/after school extra help on Tuesdays through Fridays
- Brought students in for 2 hour blocks on Mondays with classified personnel
- Continued our behavioral RTI process, addressing the needs of students who were failing
- Implemented Read and Math 180 “Booster” interventions.

7. Leadership Premium Usage:

- RTI, grade level leads

8. Challenges:

- Meeting the needs of students while in different stages of online learning
- Budget

9. Bright Spots:

- **Lowest failure rate of all secondary schools – similar to pre-COVID rates**
- **Last year’s 8<sup>th</sup> grade class was CRHS’s highest scoring readers as 9<sup>th</sup> graders**



**Twin Falls School District**  
**Board Report Form**  
**2020-2021**  
**School: Bridge Academy**

Idaho Standards Achievement Test -  
**Spring 2018**  
 Mathematics

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
6th		40%	43%
7th	0	43%	46%
8th	2%	32%	41%

Idaho Standards Achievement Test -  
**Spring 2018**  
 English Language Arts

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
6th		50%	55%
7th	10%	56%	58%
8th	16%	49%	54%

Idaho Standards Achievement Test -  
**Spring 2018**  
 Science

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
7th	9%	44%	51%

**1. Building Goals: Growth on the ISAT and Increased Student Motivation**

- **Language Arts:** 60% of our students including sub populations, will show two years growth in scale scores from 2018-19 to 2020-2021.
- **Mathematics:** 60% of our students including sub populations, will show two years growth in scale scores from 2018-19 to 2020-2021.
- 85% of students will move one phase by the end of the school year.

**2. Growth Toward Goals**

	I-Ready Diagnostic Point	Math Inventory Quantile Growth	Reading Lexile Growth	Write Tools Growth

8. Challenges

9. Bright Spots



	Growth			
7th	49	30%	0%	66%
8th	12	89%	0%	96%

Phases	★ Currently at 84% growth toward goal of 85%		
	Q1	Q2	Q3
Schoolwide: Moved one phase	35%	55%	71%

★ Five students have moved more than one phase

★ Two students have reached phase 5

### 3. Growth Indicators

Requirement s	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Minimum Time	1st Quarter (1-9 wks.)	2nd Quarter (10-18 wks.)	3rd Quarter (19-27 wks.)	4th Quarter (28-36 wks.)	Year Two (45-72 wks.)
Behavior	5 write ups	4 write ups	3 write ups	2 write ups	1 write up
Refocus Forms	30 or <	25 or <	20 or <	15 or <	10 or <
Academics	1F 3D Core Classes (Passing Advisory)	3D 1C Core Classes (Passing Advisory)	2D 2C Core Classes (Passing Advisory)	1D 3C Core Classes (Passing Advisory)	A's, B's, or C's in all Classes
Parental Involvement	1 per Quarter	1 per Quarter	1 per Quarter	1 per Quarter	1 per Quarter
Outreach	1 per Quarter	1 per Quarter	1 per Quarter	1 per Quarter	1 per Quarter
Quarterly Incentives: Students must move a phase or maintain their current phase of 1, 2, 3, or higher, pending on the quarter, in order to be eligible.	Putter's	Gertie's Pizza	Jump-Time	Gemstone Climbing Center	Cafeteria Privileges
Dress Code: Any color of pants without holes - Refer to agenda book for exceptions.	Uniform Shirt Required	Uniform Shirt Required	Uniform Shirt Required; C2G Sweatshirt	Uniform Shirt Required; Long Board or Pizza Party	No Uniform Shirt Required; ChromeBook



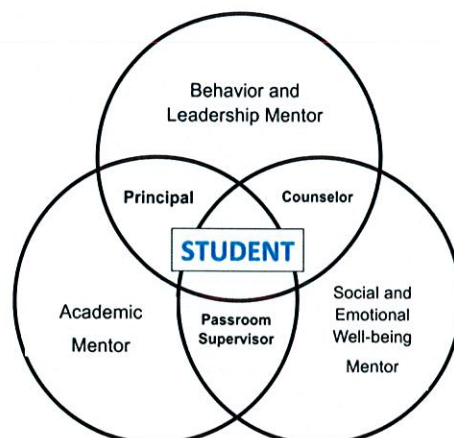
Advisory Challenge Winner		We Rock Assignments		Leader of the Quarter		Phase Movers	
Quarter 1:	Mal Advisory	Jonathan	Uly	Alex	Belalle	Joslyn	Matee
Quarter 2:	Mal Advisory	Belalle	Rick	Daniel	Elean	Krytine	Marie
Quarter 3:	Mal Advisory	Marie	Keegen D.	Marie	Brocha	Adrian	Y
	Hardy Advisory	Zach M.	Matee	Joslyn	Holden	Melina	Melanie
		Elean	Kaden	R. A	Enrique	Rh	Enrique
		Daniel	Rylan	Zach M.	Y	Brocha	Belalle
		Joslyn	Alex	Cameron	Kaden	Jagan	Holden
		Holden	Y		Uly	Uly	Alex
		Brocha	Enrique	Fostering Kindness			
		Rh	Richard	Enrique	David R.	Terance	
		Heaton	Cameron	Riden	Blazha	David O.	
				Jagden O.	Krytine	Brocha	
				Holden	Walker	Cameron	
				Joslyn	Erik	Y	
				Dan	Rigfredo	Sean M.	
				Zach M.	Kaden	Raven	
				Jaganna	Uly	Belalle	
				Elean	Joey	Petrayas	
				Rh	Zetty	Angel	
				Joslyn	Alex	Marie	
				Josh	Mykell	Melanie	Melina

#### 4. Instructional Focus/Priorities

- Building Relationships-Staff-Student, Student-Student, Staff-Staff
- Direct Instruction
- Guided and Independent Practices
- Focus on Tier II and Tier III Vocabulary
- Weekly ISAT question practices

#### 5. School Improvement Initiatives

- Social Emotional Well-being
  - Creation of Mindfulness Space
  - Student Mindfulness Mentors
  - Mindfulness Elective
- Restorative Discipline
  - Proactive team approach to PASS room



- Creating a Leadership Environment that Communicates Students' Worth and Potential

- i. Leadership opportunities for students
  - 1. Student Leadership Group
  - 2. Classroom jobs
  - 3. Helped create Mindfulness Space
- ii. Schoolwide Positive Affirmation Statements
- iii. Schoolwide Assemblies and celebrations
- iv. Advisory Challenges
- v. Recognition of Leaders in Academics and Behavior
- vi. Positive Behavior Interventions and Supports
- d. Trauma and Leadership Professional Development for Staff and Students
  - i. Trauma training for staff and students
  - ii. Becoming a Leader in Me School
  - iii. Schoolwide Book Study
- e. Increase ISAT Readiness
  - i. High focus on vocabulary
  - ii. Weekly ISAT question practice
  - iii. Test taking practice, strategies, and skills

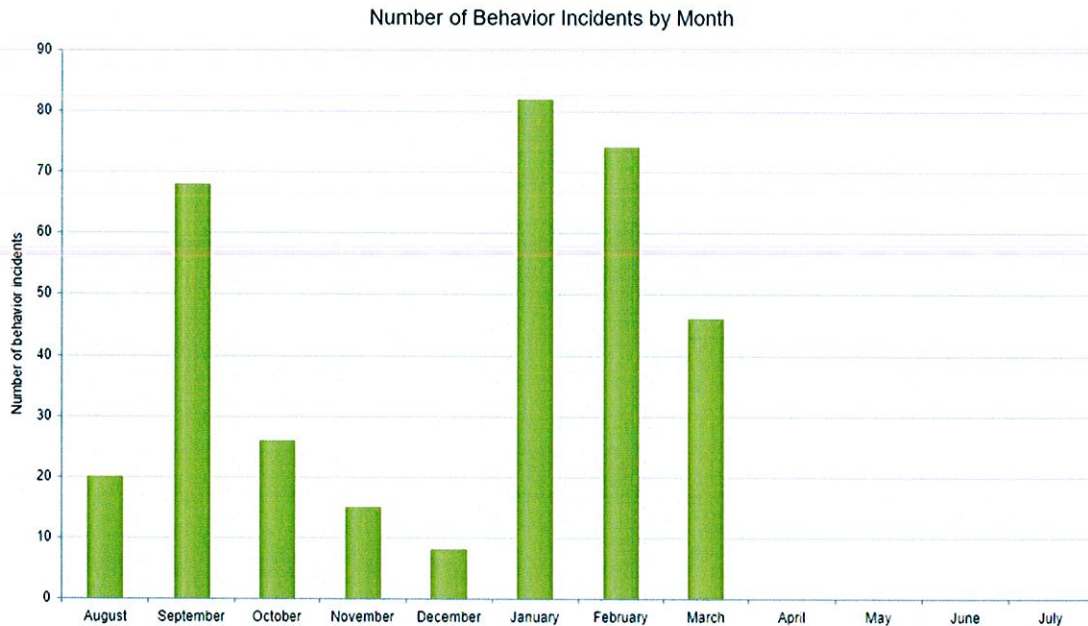
## **6. Interventions and Extensions**

- a. Inclusive Classrooms
- b. Differentiated small groups
- c. In-School Academic Support
- d. Mandated Monday School during Orange Schedule for students failing core classes
- e. Access to Math/Read 180 curriculum for all students
- f. Math/Read 180 extra practice lab every day
- g. Quarterly mandated Credit Recovery Wednesdays and Thursdays
- h. Weekly after school tutoring
- i. Academic PASS room-Inschool academic support
- j. Distance Learning Guides-Digital Learning Expectations
- k. Online Classes through Schoology
- l. Behavior Plan-"Win-Win Agreements"

## **7. Challenges**

- a. Down two paraprofessionals most of the year.
- b. Students struggled to be present during Online Learning opportunities, pushing them further behind.
- c. High number of behavior incidents through the transition from school closure to yellow, to Orange, and again to Yellow at the beginning of 2021.





- d. High number of incidents due to increased student anxiety from the unknown of the pandemic and increased numbers in class sizes.
- e. Many of our students also struggle with...
  - i. Suicidal thoughts
  - ii. Coping after suicide attempts
  - iii. Extended hospitalizations due to mental health
  - iv. Substance abuse
  - v. Death of parents or family members
  - vi. Separated from parents by death or incarceration
  - vii. Teen pregnancy
  - viii. Extended detention sentences and more
- f. Students currently have access to an expert counselor twice a week, this level of support often only reaches some students and in a school where everyone has mental health needs, everyone needs support everyday.

## 8. Bright Spots

- a. Mindfulness Space for Students and Staff



- b. Professional Development for students and staff
- c. Positive School Culture
- d. Empowering student to self-advocate for



- e. Student Selected School Mascot-Bridge Basejumper
- f. Strong Leadership Team-Collaborative Teaming
- g. Collective Staff Efficacy
- h. Creativity to beat COVID
  - i. Thanksgiving dinners to go (over 100 meals served)
  - ii. Virtual Trips
  - iii. Outdoor family event
  - iv. Outdoor guest speakers
  - v. Outdoor school wide celebrations/challenges/assemblies

Twin Falls School District  
Board Report Form  
2020-2021

**South Hills Middle School**

Idaho Standards Achievement Test - Spring 2019  
Mathematics

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
6th	27%	40%	43%
7th	31%	43%	46%
8th	23%	32%	41%

Idaho Standards Achievement Test - Spring 2019  
English Language Arts

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
6th	37%	50%	55%
7th	50%	56%	58%
8th	46%	49%	54%

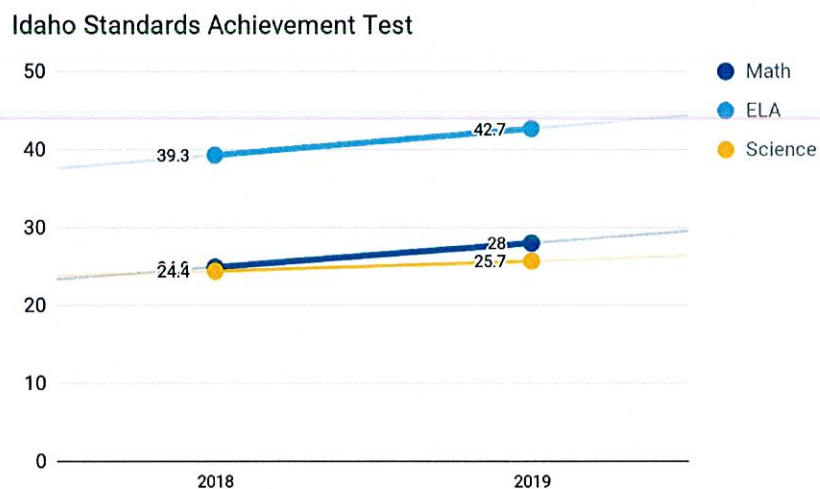
Idaho Standards Achievement Test - Spring  
2019  
Science

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
7th	25.7%	44%	51%

**1. Building Goals:**

- The South Hills Middle School will work toward bringing school wide advanced and proficiency rates to meet state averages by increasing the Math school wide advanced and proficient rate from 28% to 30%.
- The South Hills Middle School will work toward bringing school-wide advanced and proficiency rates to meet state averages by increasing the English language arts school-wide advanced and proficient rate from 42.7% to 44.7%.
- By the end of the 20-21 school year, 80% of students will show growth on the scale scores on the annual Access 2.0 assessment.

## 2. Growth Towards Goals:



## 3. Growth Indicators:

Current screening data for the 2020-21 school year.

Content	Grade	Benchmarks	Fall 2020	Winter 2020	2020-2 021 Actual Growth	Expected Yearly Growth	Margin to Proficiency
ELA Reading:  STAR Reading	6th	Fall: 6.0  Winter: 6.5  Spring: 6.9	4.4	4.6	0.2	1.0	0.8
	7th	Fall: 7.0  Winter: 7.5	5.4	5.5	0.1	1.0	0.9



<b>Grade Equivalent (GE)</b>		Spring: 7.9					
	8th	Fall: 8.0	5.8	6.1	0.3	1.0	0.7
		Winter: 8.5					
		Spring: 8.9					
<b>Math: iReady Diagnostic</b>	6th	820Q - 870Q	609.9	647.1	+37.9	50Q-70Q	172.9
	7th	870Q - 950Q	705.7	699.4	-8.7		170.6
	8th	950Q - 1030Q	753.3	758.5	+18.1		191.5
<b>Quantile (Q)</b>							

#### 4. Instructional Focus/Priorities:

While ISAT growth continues to be a high priority, this year our focus shifted to supporting students and parents through the various COVID phases. We set out this year with three goals related to this focus. Those goals are to keep open and frequent communication with parents, strive for instructional continuity through collaborative planning and uniform online education delivery models, and to maintain an online presence in all COVID phases.



## **5. School Improvement Initiatives:**

Juntos - Juntos is a program offered through 4-H in partnership with University of Idaho to provide 8th-12th grade latino students and parents with knowledge, skills and resources to gain access to college. We currently offer one section for students who qualify in 8th and those students will be able to continue with the program through high school.

Positive Behavior Intervention Supports Grant – This year the PBIS team split into tier 1 and tier 2 teams. The tier 1 team continued to focus on school wide behavior support. The team meets frequently with the goal of making sure all students understand school expectations and feel safe attending SHMS. This year they have been setting up weekly opportunities for students to win prizes and have fun while at school. They recently set up a Corn Hole tournament which became very competitive!

The grant also supported the training of a second team of teachers to work with students who demonstrate more difficult behaviors. This team has been focusing their efforts to help teachers provide support for individual students. They meet weekly to look at behavior trends and areas of need. They have been working closely with our behavior para to track and check-in more frequently with students who have been struggling. They also put into place more robust interventions utilizing the behavior para for those same students. We have been experiencing some great success with these teams.

Core Project - The Core Project is a curriculum meant to meet the social emotional needs of our students. The curriculum is taught once a week in Advisory class and contains interactive activities and discussions designed to increase academic success, decrease behavior issues, and develop school culture. This year the Core Project created lessons that were accessible to students at home with the theme of being connected while being in isolation.

Sources of Strength 3rd year - This is a grant that SHMS received through the Idaho Lives Project 3 years ago designed to harness the power of peers to change unhealthy norms and culture to prevent suicide, bullying, and substance abuse. Students in the program are chosen by their peers as role models. Those students then meet once a week and are taught how to be a positive influence within their peer groups. Our counselors run the program and have done a great job of providing positive learning opportunities for these students.

Intervention time – Intervention time replaced after school homework clubs and credit recovery. It was built into the schedule this year so that we could reach more students who aren't able to stay after school to receive help. It also gives students access to all of the teachers at the same time. Because it's scheduled around lunches it also allows teachers to pull students for re-teaching opportunities.

## **6. Interventions and Extensions:**

Title 1 Intervention classes - Students who qualify are double dipped in reading and/or math classes. These students will attend a class that addresses their academic deficit while still gaining exposure to the general ed. curriculum.

Intervention time/Credit recovery – Because of the high number of students who struggled to pass classes this year we have incorporated credit recovery into the school day. This intervention time is also being used for students to finish homework, complete unfinished work, make up work and redo test or quizzes

Academic Lab - This is a class assigned to students who have been struggling academically. This class is in lieu of an elective and provides the additional time to make up missing credits and keep up with current classes.

Tutoring - Students have the opportunity to receive help with school work after school on an individual basis. Students can schedule a time to receive services online.

Lunch and a Movie – This is a reward activity for students who are passing all classes with “C’s” or better. Students are given the opportunity to vote for the movie of their choice and rather than attend intervention or advisory time they are invited to eat lunch and watch a movie. This reward is offered twice a quarter. We have seen a dramatic increase in students who are eligible for the reward throughout the school year.

PBIS - An incentive program for positive behaviors. Students receive PAW’s points for positive behaviors which can be spent on rewards.

Core Project - Weekly lesson taught in Advisory that contains interactive activities and discussions designed to increase academic success, decrease behavior issues, and develop school culture.

## **7. Leadership Premium Usage:**

Cindy Onieda - MilePost

Amy Nelson – PBIS Tier 1

Froylan Vargas BLT Vice President

Joshua Larson – BLT President

Aimee DeLaCruz - Activities Director

Jessica Miller – PBIS Tier 2 Leader

Josh Larson - ISAT Testing Coordinator

Kristan Young - Elective Department Leader

Aimee DeLaCruz - Concession coordinator

Scott Clark - Video streaming

Michael Dimond - SPED Department Leader

## **8. Challenges:**

As you well know, COVID has created many challenges. I think the biggest challenge has been the lack of engagement we have experienced from many of our students. Not engaging in online lessons during the 1<sup>st</sup> semester has resulted in many students needing to recover lost credits. While fewer students are failing classes during the 2<sup>nd</sup> semester, it will require more students to attend summer school in order to recover enough credits to move on.

SHMS also continues to make progress building up quality systems of support for struggling students. Even with many of these supports in place and working, we continue struggling to close the gap between grade level proficiency and current student proficiency levels. At the same time, the number of students on specially designed education plans are increasing. SHMS sped population is currently at 15%

## **9. Bright Spots:**

Another bright spot has been the success of the instructional guide which has been the portal to online instruction for SHMS. It came about as an all in one access to lessons and instruction for students who are excluded from school because of COVID. We used a variant of the instructional guide last spring and modified the guide this year based on feedback from students, teachers, and parents. It gave students access to everything they needed to complete assignments while at home. It also gave parents a checkoff list for weekly assignments. Teachers did a great job of keeping the assignments and information on the instructional guide updated and relevant for parents and students. This is a tool that we plan on keeping moving forward.

This year teachers discovered, utilized, sought out, and learned more about how they can reach students beyond the classroom than ever before. They created, posted, and made available online much of their classroom content.

The PBIS teams have done such an amazing job this year! Both the tier 1 and tier 2 teams have been working to make SHMS a place where students can feel safe and wanted. The Tier 1 team has made sure that students have something to earn with their PBIS tickets each week. Our behavior para this year has also been amazing. She



has worked with our Tier 2 team to create and implement strategies that help our students who struggle the most with behaviors and has become a key asset in their success.

Finally, every year I'm amazed at how well the SHMS staff works together to tackle the many challenges that they face! This year they came together to tackle the many twists and turns of COVID. They have remained positive, hopeful, and flexible throughout the many changes and instructional shifts that we have gone through this year. Their focus has always remained on how they can support students and each other.

## **Superintendent Goals and Objectives: 2020-2021**

**Goal:** Be the District of choice for parents, students, and employees through the offering of top-notch programs in a fiscally responsible, modern, and flexible system that is effectively structured to mitigate challenges associated with COVID-19.

For each objective, items without quantitative measures will be reported on in the spring of 2021 for evaluation.

### **Objective: Expand opportunities for students.**

Effectively communicate and implement the reopening plan created by the HEAL Taskforce. Reports will be made at each Board meeting this coming year.

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.

Continue expanding CTE programs while promoting a technical center. Increase enrollment in CTE programs at the high schools, and opportunities for TFSD students at all levels, recognizing that this may be difficult this year due to challenges related to mitigating COVID-19.

Maximize advanced opportunities funding as demonstrated by student utilization.

**Report:** This year my top priority has been to maintain the successful operation of the TFSD during the pandemic. We utilized a task force to develop our reopening plan which was recognized as a model for other districts in the state. This plan was and continues to be used to guide our decisions. Each time we have faced a decision, we have gone back to our plan, examined the current data from our community, and weighed the various options. After decisions have been made, over communication has been the goal. We have prioritized transparency with staff and patrons recognizing both are fairly polarized in their opinions and decisions are unlikely to receive 100% support.

In regards to CTE and advanced opportunities, I am happy to report that even in this difficult year our programs have thrived. Programs such as our new residential construction program remain full and students continue to access advanced opportunity money available through the state.

Looking ahead, we will continue to prioritize expansion of our CTE programs while taking advantage of potential partnerships with CSI.

### **Objective: Improved student achievement**

Effectively address challenges related to the loss of instruction time during the spring of 2020. This includes closing achievement gaps and implementing programs designed to meet the needs of families in Twin Falls.

Demonstrate continuous improvement in academic achievement. This includes a variety of data points from various academic indicators from each school.

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.

**Report:** We all recognize the academic challenges of the past year. Our focus now is putting all of our efforts towards addressing learning loss so that students do not fall behind. At the elementary level this entails the utilization of interventions targeted specifically to areas where growth is needed. At the secondary level, schools are focused on credit recovery and curriculum adjustment related to content. Although our learning loss appears to be less than what is being seen on the national level, much work remains to be done to ensure our students demonstrate significant academic progress. Students are currently taking the ISAT and IRI and this data will be analyzed in the months ahead and used to drive instruction as we begin the 2021-2022 school year.

This year I also attended the meetings between our elementary principals and coaches and Education Northwest. This group has been focused on ELA and targeted instruction. I am impressed with the work and I am excited to see the results of this work.

**Objective: Fiscally responsible**

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.

Effectively manage CARES funds in a responsible manner.

Continue ensuring transparency with the budget and any challenges that arise in the coming year.

Continue efforts to increase carryover to a minimum of 5% in unrestricted funds.

**Report:** I believe we have excelled in this area this year despite the fact we were challenged with making many adjustments to the budget due to state and federal actions. We have effectively managed our money all year and a conservative approach should yield a 5% carryover this year. In addition, we have worked closely with the TFEA to ensure our employees have been treated fairly this year. I want to commend both Bob Seaman and Rachel Youren for their efforts this year as they have been tasked with managing state and federal dollars beyond anything historically we have done. In addition, our audit was clean, we received an excellent bond rating from Moodys, we refinanced our bonds saving our community significant money in interest, and we passed the supplemental levy by a supermajority which demonstrates the faith the community has in our district's financial practices.



**Objective: School Connection**

Be visible throughout the district and community. Attend 3 school events at each school during the year, and attend a school faculty meeting or collaboration session once a week. In addition, attend community events and collaborate with other community leaders.

Continue utilizing the Highlights of the Week to be sent out each Friday.

Continue providing the Board with an update each week.

**Report:** One of my priorities this year has been to remain positive and celebrate the good. Each week highlights have been sent out and I have continued to attend many functions both within the schools and community. For the supplemental levy I made over 30 presentations within the community providing transparent information about the levy election. In addition, the Board updates have been sent out each week with the goal of providing the board with a weekly, transparent update. Looking ahead, I will continue to be a community leader by remaining visible and being an active participant in community decisions. I will also continue to build strong relationships with our local legislative delegation, the governor's office, as well as other locally elected officials.

This year I have received more emails from patrons than in any other year. These emails have often been emotionally charged surrounding a number of topics related to COVID-19. In each case, I have given a personal and timely response while maintaining professionalism. I respect the fact there are a variety of opinions and I have worked to keep an open mind and open lines of communication.

**Objectives: Modern facilities**

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

**Report:** Much of the money available for updates this year was used to purchase technology and PPE. I am happy to report that for the first time ever the TFSD is 1:1 (one device for each student). Looking ahead, we will now return to our 10-year plan with a number of projects and upgrades planned for this summer.

**Objective: Effective use of shared leadership**

Meet with each director and principal in the fall to collaboratively set goals for the year. Evaluate progress at the end of the school year.

Meet with each Board member individually during the 2020-2021 school year to ensure open communication.

Complete the process of attendance zone adjustments to ensure a more even distribution of students at the elementary level.

Lead the Budget Advisory Committee through the decision-making process related to the emergency levy and upcoming supplemental levy.

**Report:** Each of these tasks has been successfully completed other than the attendance zone adjustments. Due to the fact our enrollment was down by approximately 4%, we did not feel it was appropriate to make changes this past year. Looking ahead, as our numbers come back up we will need to return to the process and reexamine the proposal to see if it still fits the needs of the community.

**Objective: Quality personnel**

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.

**Report:** Employee retention rates remain good and when we do have openings we often have applicants from surrounding districts which indicates our district is a desirable place to work. The one area that continues to be a challenge is within the classified ranks. Because of available funding from the state in this area it is very difficult to be competitive with the private sector.

**Objective: Social-Emotional Health**

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.

**Report:** This has been a major focus this year as people have struggled with the pandemic. Working to provide resources to both staff and students will remain as top priority heading into next year. This is another area that is difficult due to the lack of funding, but it is important for us to be creative and ensure we are addressing both staff and student needs. I am currently serving on a statewide committee exploring partnerships designed to provide more resources to schools.

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 to consider personnel issue for superintendent evaluation/goals; and

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