

**TWIN FALLS SCHOOL DISTRICT NO. 411
SCHOOL BOARD MEETING
HELD AT:
CANYON RIDGE HIGH SCHOOL #301 (room capacity 35)
300 NORTH COLLEGE ROAD
TWIN FALLS, IDAHO 83301**

(For Courtesy Live Stream of this Meeting go to:
<https://www.youtube.com/channel/UCeuVI9P46IMkgY-R2gWXLAQ>)

March 7, 2022

7:00 P.M.

AGENDA – Updated 3-4-2022

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| <p>I. Call to Order <i>Action</i></p> <p>II. Pledge of Allegiance</p> <p>III. Procedural Matters</p> <p style="padding-left: 20px;">A. <i>Action</i> 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 - <u><i>Action</i></u></p> <p style="padding-left: 20px;">A. Approval of Minutes from the February 14, and 23, 2022 meetings</p> <p style="padding-left: 20px;">B. Approval of Board Financial Report</p> <p style="padding-left: 20px;">C. Approval of Building Financial Report</p> <p style="padding-left: 20px;">D. Approval of Accounts Payable and Payroll</p> <p style="padding-left: 20px;">E. Approval of Contracts for Private Service Providers (PSP)/Consultants/Other</p> <p style="padding-left: 20px;">F. Approval of Certified Retirements</p> <p style="padding-left: 20px;">G. Approval of Certified Resignations</p> <p style="padding-left: 20px;">H. Approval of New Classified Employees/Classified Transfers</p> <p style="padding-left: 20px;">I. Approval of Classified Personnel Retirement</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 style="padding-left: 20px;">L. Approval of Extra-Curricular Resignations</p> <p style="padding-left: 20px;">M. Approval of Alternate Authorization/Emergency Provisional</p> <p>VI. Superintendent's Report</p> <p style="padding-left: 20px;">A. Certified Employee of the Month – Lincoln Elementary/Bridge Academy</p> <p style="padding-left: 20px;">B. Classified Employee of the Month – Lincoln Elementary/Bridge Academy</p> <p>VII. Instruction</p> <p style="padding-left: 20px;">A. Information Items:</p> <p style="padding-left: 40px;">1. Literacy Plan Presentation – Jennie Peterson</p> <p style="padding-left: 20px;">B. <i>Action</i> Items: (None)</p> <p>VIII. Budget and Finance</p> <p style="padding-left: 20px;">A. Information Items:</p> <p style="padding-left: 40px;">1. Budgeting Process Overview</p> <p style="padding-left: 40px;">2. Janitorial/Paper/General Office Supply Bid Recommendations</p> <p style="padding-left: 40px;">3. Waste Disposal/Recycling Service Bid Recommendation</p> <p style="padding-left: 20px;">B. <i>Action</i> Items:</p> <p style="padding-left: 40px;">1. Janitorial/Paper/General Office Supply Bids</p> <p style="padding-left: 40px;">2. Waste Disposal/Recycling Service Bid</p> <p>IX. Personnel</p> <p style="padding-left: 20px;">A. Information Items:</p> <p style="padding-left: 40px;">1. Policy/Procedure Revision Recommendations</p> <p style="padding-left: 60px;"><u>ISBA Updates:</u></p> <p style="padding-left: 60px;">2150P Copyright Compliance</p> <p style="padding-left: 60px;">2340 Controversial Issues and Academic Freedom</p> <p style="padding-left: 60px;">2375 Service Animals in Schools</p> <p style="padding-left: 60px;">2570 Use of Commercially Produced Video - NAME CHANGE</p> <p style="padding-left: 60px;">3000 Entrance, Placement, and Transfer</p> <p style="padding-left: 60px;">3370 Searches and Seizures</p> <p style="padding-left: 60px;">3370P Searches and Seizures</p> <p style="padding-left: 60px;">3570P Student Records</p> | <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p>MISSION</p> <p>Our mission is to provide a quality education necessary for all students to be successful in life.</p> </div> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p>The School District Board Room is accessible to the physically disabled. Interpreters for persons with hearing impairments, and brailled or taped information for persons with visual impairments, can be provided upon 5 days' notice. For arrangements, contact Natalie Ellsworth at 733-6900.</p> </div> |
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3570F Student Records – Notice to Parents and Student of Rights Concerning a Student’s School Records
4120F Uniform Grievance Report Form
5750 Employing Retired Teachers and Administrators
7402 Restrictions on Contracts with Entities Boycotting Israel
Administrative Updates:
2700P High School Graduation Requirements
2960F1 Computing Device and Network Acceptable Use Agreement
2960F2 Mobile Computing Device Use Agreement
5401P Sick Leave and Sick Leave Bank
9305 School Spirit Rocks

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

- X. Board Goals
 - A. Information Items: (None)
 - B. **Action** Items: (None)

- XI. Future Agenda Items
 - A. March 30th (5th Wed.) Meeting at Sawtooth Elementary - Building Board Reports
 - 1. Mickey Combs Sawtooth Elementary School
 - 2. Melissa Ardito, Harrison Elementary School
 - 3. Tammy Rodabaugh, Perrine Elementary School
 - 4. Ryan Nesmith, Twin Falls High School
 - 5. Kasey Teske, Canyon Ridge High School

- XII. **Action:** Executive Session as per ID Code 74-206(1) subsections (b), and (d):
(b) to consider the dismissal or disciplining of a public school student; and
(d) to consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code;

Action on student discipline – in executive session. Pursuant to Section 33-205 the Board may engage in an action item relating to student discipline. (74-206(1)(b)).

Open back up to the public.

- XIII. Adjournment **Action**

WORKING WITH YOUR SCHOOL BOARD

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

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

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

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

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

Thank you for coming. Please come again.

Your Board of Trustees

TWIN FALLS PUBLIC SCHOOLS

School District No. 411

201 MAIN AVENUE WEST

TWIN FALLS, IDAHO

83301

(208) 733-6900

February 14, 2022

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 properly noticed/posted, 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, February 14, 2022. The following trustees were present: **Vice Chairman Jayson Lloyd; Trustees, Heidi Casdorph, Heidi Tubbs, and Eric Smallwood.** There were also present Superintendent of Schools, Brady D. Dickinson; Board Clerk, Michelle Lucas; Associate Superintendent, Bill Brulotte; as well as directors, interested patrons, employees, and the news media. A courtesy live stream was also available for patrons to watch. Chairman, Jonathan Lord was unable to attend.
- 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) – Vice Chairman Lloyd asked if there were any additions or deletions to the agenda. There were none. Trustee Smallwood moved to approve the agenda. Trustee Casdorph seconded the motion, motion carried.
- IV. Unscheduled Delegations (Audience to Address the Board) – Vice Chairman Lloyd asked if there was anyone wishing to address the Board. There were none.
- V. Consent Calendar – Trustee Casdorph moved to approve the consent calendar which included: minutes from the January 10, and 26, 2022 meetings; building and board financial reports; accounts payable and payroll; administrator resignation for 2022-2023 school year from Sean Impomeni; new certified employee: Jonathan Rose; certified retirements from Deborra Baken, and Cecelia Charland; certified resignations from Katie Impomeni, Ashleigh Pollard, Ashley Grimm, Jona Ward, Amanda Waters, and Katherine Jones; new classified employees: Erika Estrada, Courtney Noorda, Joseph Martin, Sheryl Tresner, and Sydney Leiser; classified transfers: Leslie Sackmaster, John Garcia, and Lauren Jones; classified retirements for 2021-2022 school year for Cindy Pearce; classified resignations from Nathan Bingham, Karen Rutherford, Sandra Leiser, Jessica Holder, Nolan Amundson, and Francine Lopresti; extra-curricular employees: Stephanie Teske, Marc Schaal, and Rodrigo De La Cruz; extra-curricular resignations from Stacie Gardner, Dennis Gilbert, and Nolan Amundson; request for alternative authorizations [The TFSD Board of Trustees declared a hiring emergency for the following positions]: Dawn McClung, teacher at Twin Falls High School and Tarin Dawson, teacher at Canyon Ridge High School. Motion was seconded by Trustee Tubbs. Motion passed unanimously.

VI. Superintendent's Report

- A. Superintendent Dickinson announced the certified employee of the month from Magic Valley High School for the month of February as Crystal Taylor, art and life-time sports teacher and from Support Services as Nevada Zamora, school social worker.
- B. Superintendent Dickinson announced the classified employee of the month from Magic Valley High School as Sharlie Amen, secretary and from Support Services, Gayla Blanton, Medicaid coordinator. Superintendent Dickinson read a brief resume' and presented each with a gift, plaque, and gift certificates for either Burnt Lemon Grill or Texas Roadhouse.

VII. Instruction A. Information Items:

1. Building Reports

- a. Principal of Magic Valley High School, Roger Keller shared a few challenges and highlights for his school. His building report was included in the board packet. Mr. Keller shared their building goals to increase ISAT scores, graduation rate, etc. He shared some struggles which included student attendance. Kids acquired bad habits while doing online and hybrid schooling. They worked more and now it's hard to give up the extra income to come to school every day. He is hopeful to have around 100 graduates this year. Another positive is their work place coordinator, she helps students get work, check on colleges, technical schools, learn employability skills, and prepare for future internships. After a few minutes of roundtable discussion with the Board, Mr. Keller thanked the board for the opportunity to share information about his school and thanked them for their support.
- b. Principal of Pillar Falls Elementary School, Nancy Murphy shared a few challenges and successes for her school. Her building report was included in the board packet. Mrs. Murphy shared two of her big positives which are their test scores and having very supportive families/staff that work well together. She also shared some priorities for closing learning gaps with after school programs, and STEAM programs. She shared some challenges at Pillar Falls which included student attendance and filling para positions all year. After a few minutes of roundtable discussion with the Board, Mrs. Murphy thanked the board for the opportunity to share information about her school.
- c. Principal of Rock Creek Elementary School, Shari Cowger shared a few challenges and bright spots for her school. Her building report was included in the board packet. She introduced her V.P., Lisa Honas and her Instructional Coach, Holly Dickinson, they keep things lively and grounded. Mrs. Cowger shared their continued student growth and a few struggles right now. Not being fully staffed is definitely a struggle. She added that they are on year three of their PBIS grant. After a few minutes of roundtable discussion with the Board, Mrs. Cowger thanked the board for the opportunity to share information about her school.
- d. Principal of Lincoln Elementary School, Cheri McKenzie shared a few challenges and bright spots for her school. Her building report was included in the board packet. She shared that their fall 2020 scores after online spring for Kindergarten, 1st, 2nd, and 3rd grades have come back up. Ms. McKenzie shared that they have been co-teaching and co-planning for several years, it has helped immensely. She mentioned one of her bright spots is their Newcomers, grades K-5th, these are students new to school in the United States. Another bright spot is

their successful afterschool program, which is doing a play at Roper in May. They also have great dance and math clubs. After a few minutes of roundtable discussion with the Board, Ms. McKenzie thanked the board for the opportunity to share information about her school.

VI. Instruction B. Action Items:

1. After a brief discussion on the Rock Creek/Perrine boundary recommendations that were presented last month and the newly garnered feedback from the open house and survey results, Trustee Smallwood moved to approve the proposed attendance zones for Rock Creek and Perrine elementary schools effective for the 2022-2023 school year. Trustee Tubbs seconded the motion, motion carried.
2. Superintendent Dickinson asked if the Board had any questions from the last time trustee zones were presented and recommended approval of the State Board of Education approved trustee zones. State Board of Education approved the recommended changes to the zones and legal descriptions as proposed. Administration recommends approval of the trustee zones per IC 33-313 as submitted. After a brief discussion, Trustee Casdorff moved to accept the trustee zone changes as designated on the map submitted and legal descriptions as proposed. Trustee Tubbs seconded the motion, motion carried.

VIII. Budget & Finance A. Information Items:

1. Director of Fiscal Affairs, Rachel Youren shared a brief explanation of the process for setting the budget, which is set late May/early June and the District doesn't know until February the following year what the units look like. Then the salary based apportionment becomes more clear. Currently legislators are looking at making funding based on enrollment vs. attendance permanent. Ms. Youren shared that as of Wednesday, if based on attendance, the District would get funding for 429.22 units and if based on enrollment the District will get 475.15 units. These are not final units and are subject to change. Ms. Youren stood for questions from the Board.

VIII. Budget & Finance B. Action Items: None

IX. Personnel A. Information Items: None

IX. Personnel B. Action Items: None

X. Board Goals A. Information Items: None

X. Board Goals B. Action Items: None

XI. Future Agenda Items:

1. Superintendent Dickinson reminded the board of the upcoming ISBA' Legislative Day on the Hill Conference on February 21st and 22nd, 2022 which is in Boise. Trustees Eric Smallwood and Heidi Tubbs plan to attend along with Superintendent, Dickinson.
2. The next board meeting is scheduled for February 23, 2022 at Morningside Elementary School where Michelle Brewer, Principal at Bickel Elementary; Jennifer Stokesberry, Principal at Morningside Elementary; and Tyler Matlock, Principal at Oregon Trail Elementary will present their board report and participate in discussions with the board.

XII. Executive Session

Since there was no other business to come before the Board in open session, Trustee Casdorph moved that, after a five minute break, the Board retire into executive session as per Idaho Code 74-206(1) subsection (b) to consider the dismissal or disciplining of, or to hear complaints or charges brought against, an employee, or staff member, or public school student; and (d) to consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code. Trustee Smallwood seconded the motion. Vice Chairman Lloyd asked Board Clerk, Michelle Lucas to poll the board.

Roll call vote is as follows:

Vice Chairman Jayson Lloyd – Yes

Trustee Eric Smallwood – Yes

Trustee Heidi Casdorph – Yes

Trustee Heidi Tubbs – Yes

With 2/3rd of the Boards governing body voting yes, motion carried. The Board convened into executive session after a short break from 8:39 p.m. to 8:43 p.m.

Student discipline was discussed from 8:43 p.m. to 8:46 p.m. as per Section 33-205 and 74-206(1)(b) the Board considered two student hearings and took action accordingly. Such action shall be documented in the student's educational record and is confidential pursuant to the Family Educational Rights and Privacy Act (FERPA) and other applicable state and federal code and regulation provisions.

Trustee Smallwood moved to adjourn the meeting. Trustee Casdorph seconded the motion, motion carried. Meeting adjourned at 8:46 p.m.

ATTEST:

Vice Chairman, Jayson Lloyd

Clerk, Michelle Lucas

TWIN FALLS PUBLIC SCHOOLS

School District No. 411

201 MAIN AVENUE WEST

TWIN FALLS, IDAHO

83301

February 7, 2022

The Board of Trustees of Twin Falls School District #411 met in executive session on Wednesday, January 23, 2022 at 8:43 p.m., at Canyon Ridge High School boardroom #301 located at 300 North College Road, Twin Falls, Idaho. Vice Chairman, Jayson Lloyd conducted the meeting. Trustees Heidi Casdorph; Eric Smallwood; and Heidi Tubbs; Superintendent, Brady Dickinson; Board Clerk, Michelle Lucas; Associate Superintendent, Bill Brulotte were also present. Chairman Lord was unable to attend.

Since there was no other business to come before the Board in open session, Trustee Casdorph moved that, after a five minute break, the Board retire into executive session as per Idaho Code 74-206(1) subsection (b) to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public school student; and (d) to consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code. Trustee Smallwood seconded the motion. Vice Chairman Lloyd asked Board Clerk, Michelle Lucas to poll the board. Roll call vote is as follows:

Vice Chairman Jayson Lloyd – Yes

Trustee Eric Smallwood – Yes

Trustee Heidi Casdorph – Yes

Trustee Heidi Tubbs – Yes

With 2/3rd of the Boards governing body voting yes, motion carried. The Board convened into executive session after a short break from 8:39 p.m. to 8:43 p.m.

Student discipline was discussed from 8:43 p.m. to 8:46 p.m. as per Section 33-205 and 74-206(1)(b) the Board considered two student hearings and took action accordingly. Such action shall be documented in the student's educational record and is confidential pursuant to the Family Educational Rights and Privacy Act (FERPA) and other applicable state and federal code and regulation provisions.

Trustee Smallwood moved to adjourn the meeting. Trustee Casdorph seconded the motion and the motion carried. Meeting adjourned at 8:46 p.m.

ATTEST:

Vice Chairman, Jayson Lloyd

Clerk, Michelle Lucas

TWIN FALLS PUBLIC SCHOOLS

School District No. 411

201 MAIN AVENUE WEST

TWIN FALLS, IDAHO
83301February 23, 2022
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 properly noticed/posted regular monthly meeting at Morningside Elementary School, 701 Morningside, Twin Falls, Idaho, at the hour of 7:00 p.m., on Wednesday, February 23, 2022. The following trustees were present: Chairman Jonathan Lord; Vice Chairman Jayson Lloyd; Trustees Heidi Casdorff; Heidi Tubbs; and Eric Smallwood. There were also present Superintendent of Schools, Brady D. Dickinson; Board Clerk, Michelle Lucas; Associate Superintendent, Bill Brulotte; as well as directors, interested patrons, employees, and the news media.
- 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 Lord asked if there were any additions or deletions to the agenda. There was none. Vice Chairman Lloyd moved to approve the agenda. Trustee Smallwood seconded the motion, motion carried.
- IV. Unscheduled Delegations (Audience to Address the Board) – Chairman Lord asked if there was anyone wishing to address the Board. There was none.
- V. Consent Calendar – Trustee Smallwood moved to approve the consent calendar which included: certified resignation from Michelle Reinke; new classified employee Emily Frazen; classified retirement for 2021-2022 school year: Kandra Danos; and classified resignations from Melanie Evans, Taelar Kennison, and Ruben Salazar. The motion was seconded by Vice Chairman Lloyd, motion carried.
- VI. Building Board Reports
 1. Principal of Bickel Elementary School, Michelle Brewer shared a few bright spots and followed up with some challenges for her school. Mrs. Brewer's building report was included in the board packet. Mrs. Brewer shared several bright spots which included their students making steady progress on ISATs; 3rd grade is at 70% proficient on winter 2022 ISIP; school wide they are encouraging students to do their best using the Growth Mindset "Be the best you"; and behaviors are still down; and their Behavior Mental Wellness program is amazing to list a few. Mrs. Brewer shared that their biggest challenges are staff burn-out; being short staffed; and some instructional gaps. After a few minutes of roundtable discussion with the Board, Mrs. Brewer thanked the board for the opportunity to share information about her school.

2. Principal of Oregon Trail Elementary School, Tyler Matlock shared a few highlights and a couple challenges for Oregon Trail Elementary School. His building report was included in the board packet. Mr. Matlock shared several bright spots at Oregon Trail which included his new Vice Principal, Noell Bautista; his ABC team; their Leaders in Me program; and the governor's visit was a fantastic bright spot. He explained the FAST behavioral program that's hosted at Oregon Trail. A few challenges Mr. Matlock mentioned were that 20% of the students come from homes where English is not the primary language; teachers say student apathy is the biggest challenge; and social-emotional deficits that students come to school with is a challenge. After a few minutes of roundtable discussion with the Board, Mr. Matlock thanked the board for the opportunity to share information about his school.

3. Principal of Morningside Elementary School, Jen Stokesberry introduced Michelle Larson, her vice principal and shared a few challenges and bright spots for Morningside Elementary School. Her building report was included in the board packet. Ms. Stokesberry shared that one success has been her staff, they have been flexible, and excited about changes she is making. A few bright spots she listed were her instructional coach, Holly Dickinson, her school secretary and her counselor. At the beginning of the year behaviors were big issues, they have made huge gains in this area. She shared some challenges which included having a brand new PTO; and having a brand new kindergarten team, but they are killing it. Ms. Stokesberry stood for questions. After a few minutes of roundtable discussion with the Board, Ms. Stokesberry thanked the board for the opportunity to share information about her school.

Trustees thanked the principals for their reports and asked them to thank their staff for all of their dedication and hard work.

VII. Adjournment

Vice Chairman Lloyd moved to adjourn the meeting. Trustee Smallwood seconded the motion, motion carried. Meeting adjourned at 8:15 p.m.

Chairman, Jonathan Lord

ATTEST:

Board Clerk, Michelle Lucas



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

P 208.733.6900
F 208.733.6987
www.tfsd.org

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

Date: March 7, 2022

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

From: Natalie Ellsworth, Human Resources Manager

Re: Certified Retirements – 2021-2022

The following certified employees have submitted their retirement letter resigning their position for the 2021-2022 school year:

- Rhonda Breske – 2nd Grade Teacher at Oregon Trail Elementary School
- Julie Osborn – 3rd Grade Teacher at Pillar Falls Elementary School
- Julie Price – 5th Grade Teacher at Morningside Elementary School

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



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

Date: March 7, 2022

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

From: Natalie Ellsworth, Human Resources Manager

Re: Certified Resignations

The following certified employees have submitted their resignation letter resigning their position for the 2022-2023 school year:

Jordan Wallace	Teacher – 3 rd Grade	Harrison Elementary School
Claire Oberg	Teacher – 4 th Grade	Lincoln Elementary School
Laura Suto	Teacher – 3 rd Grade	Harrison Elementary School
Jasmine Robertson	Teacher – Language Arts	South Hills Middle School

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



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

Date: March 7, 2022

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

From: Natalie Ellsworth, 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 the individual listed below be approved for hiring for the 2021-2022 school year:

April Paulson	ERC Para Educator at Canyon Ridge High School
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The individual listed below is a current employee that has accepted a transfer within the district for the 2021-2022 school year.

NAME

POSITION

Jessica Fallin	ERC Para Educator 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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Brady D. Dickinson, PH.D. SUPERINTENDENT OF SCHOOLS

Date: March 7, 2022

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

From: Natalie Ellsworth, Human Resources Manager

Re: Classified Retirement – 2021-2022

The following classified employee have submitted their retirement letter resigning their position for the 2021-2022 school year:

- Alex Tauszik – Custodian at South Hills Middle School

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



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

Date: March 7, 2022

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

From: Natalie Ellsworth, Human Resources Manager

Re: Classified Resignations

The following classified employees have submitted their resignation letter resigning their position for the 2021-2022 school year:

Brooksie Bartlett	Cook	Lincoln Elementary School
Sydney Leiser	ERC Para Educator	Canyon Ridge High School
Jessica Fallin	ERC Para Educator	Robert Stuart Middle School

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



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

Date: March 7, 2022

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

From: Natalie Ellsworth, Human Resources Manager

Re: Extra-Curricular Employees

It is the recommendation of the Human Resources Department to the Superintendent and the Twin Falls School District Board of Trustees that this individual listed below be approved for hiring. An employment letter will be issued for the 2021-2022 school year.

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

Holly Anderson	Assistant Track Coach	Twin Falls High School
Mark Schaal	Assistant Baseball Coach	Twin Falls High School
Cynthia Levings	Assistant Tennis Coach	Twin Falls High School
Maegan Hawley	Head JV Softball Coach	Canyon Ridge High School



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

Date: March 7, 2022

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

From: Natalie Ellsworth, Human Resources Manager

Re: Extra-Curricular Resignations

The following employees have submitted their resignation letter resigning their position for the 2021-2022 school year:

Rocky Eller	Coach – Track	O’Leary Middle School
Tiahna Burbank	Coach - Track	Robert Stuart Middle School
Alexis Parra	Coach – Cheer	South Hills Middle School

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

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

William Brulotte
Associate Superintendent



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

P 208.733.6900
F 208.733.6987
www.tfsd.org

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

Date: March 7, 2022

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

From: Natalie Ellsworth, Human Resources Manager

Re: Request for Alternative Authorization/Emergency Provisionals

To meet state certification criteria to teach in the designated subject areas, the Twin Falls School District will need to request approval of Alternative Authorization for the following individual:

Keri Coats	Teacher	Harrison Elementary School
Cheyenne Still	Teacher	Canyon Ridge High School
Lucinda Padilla	Teacher	Harrison Elementary School

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

EMPLOYEE OF THE MONTH QUESTIONS

Certified X or Classified

Name:	RUSSELL L. BURMAN
School:	THE BRIDGE ACADEMY
Position:	TEACHER
Hometown:	GARDNERVILLE NEB.
Inspiration:	MY OLDEST BROTHER
Pet Peeve:	PEOPLE PLAYING STUPID
Favorite hobby away from work:	CAMPING - HIKING - FISHING
What word describes you best?	KIND
One thing people don't know about you:	I JUST HAD GOT MY FIRST GRAND CHILD
Why did you choose this career?	I COULD BE A POSITIVE INFLUENCE ON ITS A NOICE PROFESSION FUTURE GENERATIONS
What is the #1 activity on your bucket list:	HAVE CIVILING OR PILOT LICENSE
How do you want to be Remembered?	AS A DEDICATED KIND, HONEST ROLE MODEL
Best day on the job was.....	HAVING OF PAST STUDENTS VISIT ME & TELL ME HOW THEY APPRECIATED WHAT I DID.

Principal Note:

Russell is a thoughtful, supportive and kind Team member. He is always willing to drop everything and listen authentically to others. Russell adds humor, wisdom and value to our journey at Bridge.

EMPLOYEE OF THE MONTH QUESTIONS

Certified _____ or Classified X

Name:	Melissa Morgensen
School:	Bridge Academy
Position:	Student Success Mentor
Hometown:	Kimberly, Idaho
Inspiration:	My Grandmothers
Pet Peeve:	When people belittle each other
Favorite hobby away from work:	Gardening and Traveling
What word describes you best?	I think silly, but have been described as nurturing by friends
One thing people don't know about you:	I love going to rock concerts
Why did you choose this career? What is the #1 activity on your bucket list: How do you want to be Remembered?	I want to be a safe place for kids of all ages and encourage them to have their own voice. Everyone is remarkable in their own way and I hope to <u>help kids see that.</u> Travel to Denmark As someone who genuinely cared about others
Best day on the job was.....	Any day I have made a positive connection with a kid

Principal Note: Melissa is a kind and compassionate person. She always finds goodness in every person and transmits her belief in their potential. She is a joyful and strong cheerleader for our students and team.

EMPLOYEE OF THE MONTH QUESTIONS

Certified ____ or Classified x

Name:	Christie Hyde
School:	Lincoln Elementary
Position:	Behavior Para
Hometown:	Twin Falls
Inspiration:	Teachers I've had the privilege of working with and learning so much from
Pet Peeve:	Whining/Tattling
Favorite hobby away from work:	sewing/reading
What word describes you best?	organized
One thing people don't know about you:	I had aspirations of becoming a nurse and after one year in a program decided it wasn't for me
Why did you choose this career?	At first for convenience, but 30 years later because I love watching kids grow.
What is the #1 activity on your bucket list:	Retirement and spending time traveling to watch my grandkids grow up
How do you want to be Remembered?	As someone who tried to show gratitude and cared
Best day on the job was.....	Everyday that I can come to work and make a difference is my best day

Principal Note:

Christie Hyde has worked in Lincoln's special education department for many years, as an academic paraprofessional and now a behavior para. Her sweet nature serves our students well, as she patiently attends to their many needs. Her natural ability to nurture our students and staff with her many talents has blessed Lincoln. It's no wonder we call her Mama Christie.

EMPLOYEE OF THE MONTH QUESTIONS

Certified X or Classified

Name:	Emily Bystry
School:	Lincoln Elementary School
Position:	2 nd Grade Teacher
Hometown:	Jacksonville, Illinois
Inspiration:	My colleagues and my students
Pet Peeve:	The Idaho wind
Favorite hobby away from work:	Hiking and exploring with my fiancé and our pup, reading, and shopping
What word describes you best?	Patient
One thing people don't know about you:	If teaching doesn't work out, becoming an interior designer would be the next best thing!
Why did you choose this career?	Once upon a time I had a great 4 th grade teacher, and I always aspired to be as excellent of a teacher as she was for me.
What is the #1 activity on your bucket list:	Travel to Italy and Greece very soon!
How do you want to be Remembered?	A kind and caring individual who genuinely listens to people
Best day on the job was.....	Anytime I get an unexpected piece of artwork or note from a student, it always makes me laugh or smile!

Principal Note:

Emily Bystry moved from Illinois and joined Lincoln this school year, where she has quickly won the hearts of the staff. She graciously stepped up to take the 2nd grade newcomer class and has been the perfect fit! In addition to being an excellent teacher, she is a genuine, kind soul. Lincoln has been fortunate to have found her!

TFSD Literacy Plan

— Presentation to the
Board of Education 3.7.22 —

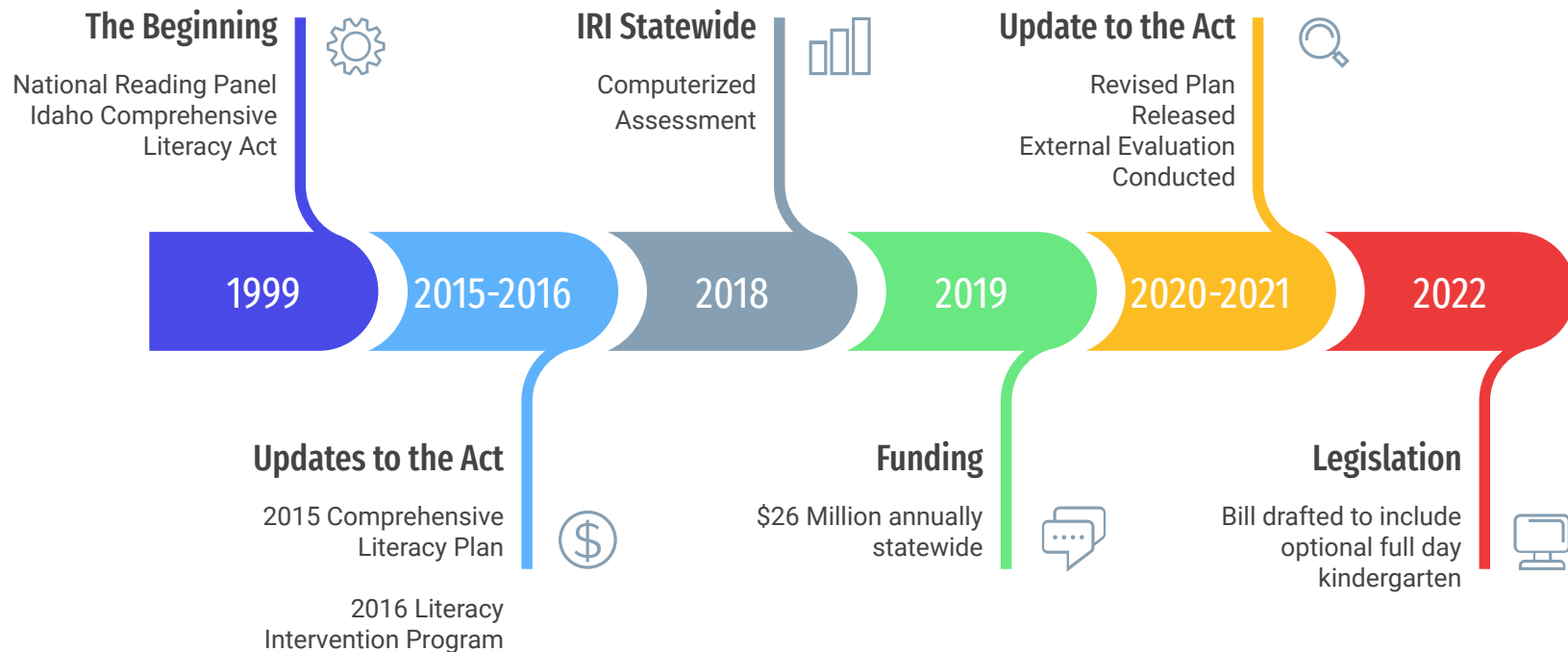
A look at historical data

[illegible][illegible][illegible][illegible]

Data to Date

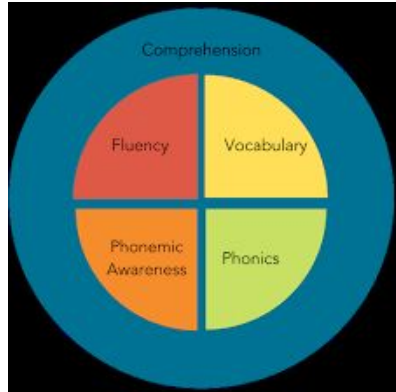
District							
	Reading				Math		
	Fall	Winter	Growth		Fall	Winter	Growth
Kindergarten					Kindergarten		
	29	30	-1.00		33	23	10.00
	32	23	-1.00		18	18	10.00
	39	47			49	59	
First					First		
	37	26	11.00		38	18	20.00
	31	23	10.00		20	17	19.00
	32	50			42	64	
Second					Second		
	32	20	12.00		39	31	8.00
	19	17	11.00		25	21	8.00
	49	62			36	48	
Third					Third		
	26	17	9.00		35	29	6.00
	20	17	9.00		23	23	6.00
	54	66			42	48	
Fourth					Fourth		
	24	22	2.00		30	31	-1.00
	21	16	4.00		20	21	-1.00
	54	63			50	48	
Fifth					Fifth		
	22	17	5.00		35	34	1.00
	16	15	6.00		22	19	2.00
	62	69			43	48	

Idaho Literacy



Comprehensive Literacy Plan 2020

Section 33-1616, Idaho code - requires each school district to establish an extended time literacy intervention program for students who score basic or below basic on the fall reading screening assessments.



LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

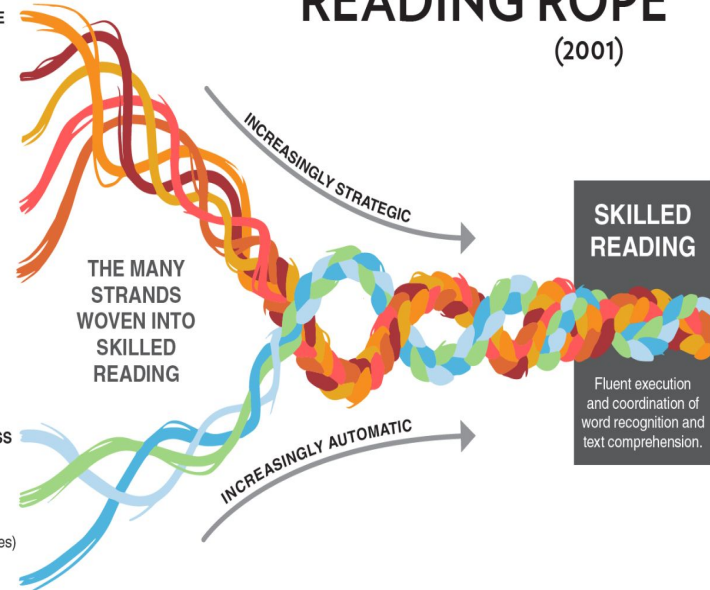
WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

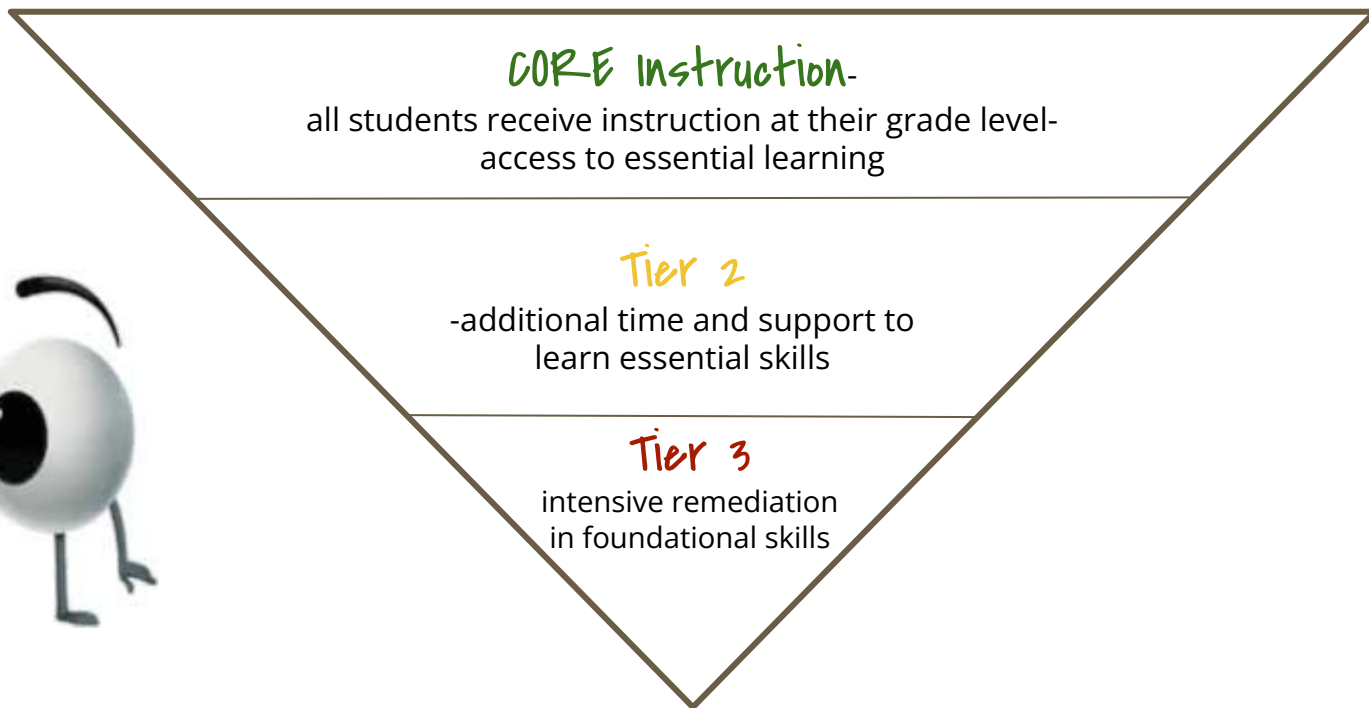
SCARBOROUGH'S READING ROPE (2001)



**SKILLED
READING**

Fluent execution
and coordination of
word recognition and
text comprehension.

How TFSD looks at Literacy Instruction



TFSD Literacy Plan

2018-2019

- TFSD partnered with NREL to conduct an audit of core instructional practices within our classrooms.
- Training in iStation
- Additional staffing: Kindergarten and Literacy Paraprofessionals
- Chromebooks, transportation and licenses for instructional programs

2019-2020

- Partnered with ED Northwest Designed to develop and provide professional development based on needs assessment.
- Worked with teachers to align best practices and routines with TFSD curricular materials.
- Additional staffing: Kindergarten and Literacy Paraprofessionals
- Chromebooks, transportation and licenses for instructional programs

2020-2021

- Coaching continued as best it could during the pandemic
- Instructional coaches supported teachers in the implementation of reading strategies and routine cards
- Additional staffing: Kindergarten and Literacy Paraprofessionals
- Chromebooks, transportation and licenses for instructional programs



Current Year 2021-2022

- TFSD partnered with Ed Northwest to provide Dyslexia training to a group of educators, coaches, and administrators throughout the district.
- Ed Northwest continued to work with instructional coaches, administration and educators on building specific needs.
- Additional staffing: Kindergarten and Literacy Paraprofessionals
- Chromebooks, transportation and licenses for instructional programs

Literacy Outside the Grant

- Bickel Elementary participating in a multi-year professional development process aimed to improve reading for students with disabilities K-3 grade.
- Instructional coaches and building administrators work with teachers to analyze monthly data and adjust instruction appropriately.
- Analysis of data and instructional focus based on that data is discussed monthly in grade level teams and individually with coach and administration.

Look to the Future

Addressing Learning Gaps

Summer Reading Academy- June and July

Summer Institute- August

Monday Collaboration

Side by Side Coaching

Questions?

IRI Data Percentage Proficient 2020-2021																		
	Bickel		Harrison		Perrine		Lincoln		Morningside		Oregon Trail		Sawtooth		Pillar Falls		Rock Creek	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Kindergarten	32	48	16	35	30	30	18	37	38	49	33	46	63	68	65	70	53	54
First	33	58	28	48	21	20	27	33	32	63	45	32	36	58	49	78	50	61
Second	32	48	44	52	45	59	34	41	42	55	59	50	61	77	54	81	49	58
Third	41	60	50	59	39	50	39	48	66	68	53	57	70	66	75	79	63	70

IRI Cohort Spring Percentage Proficient 2018-2021 Third Grade 2021									
Cohort	Bickel	Harrison	Perrine	Lincoln	Morningside	Oregon Trail	Sawtooth	Pillar Falls	Rock Creek
Spring									
Kind 2018	72	81	85	88	87	87	77	84	83
First 2019	50	58	52	38	81	48	62	85	62
Second 2020	Covid--No Consistent testing completed								
Third 2021	60	59	50	48	68	53	66	79	70

[illegible][illegible][illegible]

	District								
		Reading				Math			
		Fall	Winter	Growth		Fall	Winter	Growth	
	Kindergarten					Kindergarten			
		29	30	-1.00		33	23	10.00	
		32	23	-1.00		18	18	10.00	
		39	47			49	59		
	First					First			
		37	26	11.00		38	18	20.00	
		31	23	10.00		20	17	19.00	
		32	50			42	64		
	Second					Second			
		32	20	12.00		39	31	8.00	
		19	17	11.00		25	21	8.00	
		49	62			36	48		
	Third					Third			
		26	17	9.00		35	29	6.00	
		20	17	9.00		23	23	6.00	
		54	66			42	48		
	Fourth					Fourth			
		24	22	2.00		30	31	-1.00	
		21	16	4.00		20	21	-1.00	
		54	63			50	48		
	Fifth					Fifth			
		22	17	5.00		35	34	1.00	
		16	15	6.00		22	19	2.00	
		62	69			43	48		

LITERACY INTERVENTION PROGRAM PLAN (2021-2022)

NARRATIVE - TEMPLATE PART 1

LEA	# 411	Name: Twin Falls School District	
Superintendent	Name: Dr. Brady Dickinson		Phone: 208-733-6900
	E-mail: dickinsonbr@tfsd.org		
Literacy Plan Contact	Name: Jennie Peterson		Phone: 208-733-6900
	E-mail: petersonje@tfsd.org		

Instructions: The Summary of the Previous Year Program section is optional. We encourage you to use it to reflect back and provide a broad overview of the literacy intervention activities you implemented and their effectiveness.

Summary of Previous Year Program

1. Each elementary school had 5 days of literacy coaching with a coach from Education Northwest, across the 20-21 school year, working to build the capacity of our literacy leaders and to monitor literacy instruction and the implementation of specific literacy instruction routines.
2. All elementary principals, instructional coaches and the Director of Elementary Programs participated in literacy leadership training/coaching with the Education Northwest Coaches, across the 20-21 school year.
3. The Wonderworks, Istation and SIPPS programs were utilized for some literacy interventions in each of our 9 elementary schools. These programs allow for monitoring the systematic implementation and use of research based programs for assessments and interventions in all areas of literacy instruction. Chromebooks and carts were utilized for K-3 students to participate in Istation both during the school day and in after school intervention sessions and in summer school.
4. Student needs were determined through use of testing data (IRI, Istation diagnostic tests, SIPPS, CORE phonics survey and Wonders assessments) and the grade level teams in each building address student's skill gaps in phonemic awareness, decoding, vocabulary, comprehension, and fluency through interventions and progress monitoring. Students who score below basic were provided with at least 60 hours of intervention and those who scored basic were provided at least 30 hours of intervention. Intervention time is tracked and documented through the Milepost program. Grade level teams met with instructional coaches, intervention teachers, and administrators monthly to review student data and to modify intervention groups and strategies as deemed appropriate based on the progress monitoring data. Many of our schools implemented walk-to interventions, to help assure that the interventions provided to students were specific to the deficits identified through the various literacy assessments utilized for both benchmark and progress monitoring data, as well as

LITERACY INTERVENTION PROGRAM PLAN (2021-2022)

NARRATIVE - TEMPLATE PART 1

program weekly and unit assessments. Some intervention groups were taught by the teachers and some by paraprofessionals, with the lessons that were delivered planned by the teachers. Interventions were provided to small groups, some utilizing the push-in model, some pull-out, some walk-to interventions and some provided through differentiated instruction via the classroom teacher and support staff. The differences seen in intervention groups is determined by the deficits of the students being served and the implementation of the intervention programs and strategies deemed best to address those specific deficits. COVID has us limiting walk to interventions for the 20-21 school year.

5. The Twin Falls School District utilized Literacy Funds to purchase staff:
 - Has funded nine half time Kindergarten certificated interventionist positions to support those students who could benefit from all day instruction.
 - Has funded twelve 5.5 hour literacy paraprofessionals to support small group instruction of our lower 25th percentile students in both Tier II and Tier III instruction.
 - Has funded two seven hour literacy paraprofessional positions to work in schools who need the extra support due to student needs.
6. The Twin Falls School District will utilize the IRI as the metric to determine our proficiency and growth over the 20-21 school year. The benchmarks for the 20-21 school year were determined by taking the average growth from **fall-spring** per grade level over the past 4 years and setting the goal of a 4pp increase over that average. We are keeping our metrics as they were for the 19-20 plan, since we did not have spring of 20 data to compare to fall 19 data.
7. The district continued to purchase istation licenses for each elementary school so that schools can utilize the program for interventions, in all 5 literacy strands. We also purchased licenses for our online learners for the 20-21 school year through our Venture Upward Program.
8. The district purchased resources for the CORE reading program, as needed to meet both teacher and student needs.
9. The district purchased devices as needed to continue to allow students the opportunity for distance learning and for access to online intervention programs as needed.
10. The district purchased Reads Naturally Live licenses for those schools that wanted to utilize as one of their intervention tools.
11. The district purchased ESGI licenses for those first grade teachers who want an additional assessment for those students who are struggling due to missing the last quarter of in person instruction during their kindergarten experience, to help identify critical gaps.

Instructions: The 2021-22 Program Summary section is required. Please provide information regarding your planned 2021-22 Literacy Intervention Program, with a particular focus on how you will

LITERACY INTERVENTION PROGRAM PLAN (2021-2022)

NARRATIVE - TEMPLATE PART 1

meet the requirements of Idaho law in providing literacy interventions to students in grades K-3. For additional guidance regarding information you should provide in this section, please see the recommendations and questions listed on pages iii-iv of the guidance provided with this template.

Program Summary - REQUIRED

1. Working with Ed Northwest, K-3 teachers, administration, instructional coaches and the Director of Elementary Programs will participate in 30 hours of training around working with students with unexpected underachievement. The training will be offered in 3.5 hour increments during the months of September and October. In addition to the 30-hour training, teachers will be asked to identify a student or group of students for a case study.
2. The TFSD will continue to collaborate with Region IV colleagues as part of the NW Literacy Cooperative during the 2021/2022 school year. TFSD instructional coaches have been an active part in the design team.
3. Working with Write Tools, all K-3 teachers, instructional coaches, administration and the Director of Elementary Programs will participate in 3 days of intensive writing instruction and training. Strategies for implementation will be shared in informative, explanatory and narrative writing. Teachers will be involved in collaborative sessions that focus on integration of these strategies into their current programming.
4. The Wonderworks, Heggerty Phonemic Awareness, Istation and SIPPS programs will be used for literacy interventions in each of our 9 elementary schools. These programs allow for monitoring the systematic implementation and use of research based programs for assessments and interventions in all areas of literacy instruction. K-3 students will participate in Istation both during the school day and in after school intervention sessions and in summer school.
5. The TFSD will use literacy funds to support a Summer Reading Academy that will support the lower 25th percentile of students that have been most affected by the pandemic closures. This academy will serve as professional development for teachers and paraprofessionals as well in research based Tier II and Tier III interventions. Educators will receive professional development in effective foundational skill teaching while working with students in need.
6. Student needs will be determined through use of testing data (IRI, Istation diagnostic tests, SIPPS, CORE phonics survey and Wonders assessments) and the grade level teams in each building address student's skill gaps in phonemic awareness, decoding, vocabulary, comprehension, and fluency through interventions and progress monitoring. Students who score below basic will be provided with at least 60 hours of intervention and those who scored basic will be provided at least 30 hours of intervention. Intervention time will be tracked and documented through the Milepost program. Grade level teams will meet with instructional coaches, intervention teachers, and administrators monthly to review student data and to modify intervention groups and strategies as deemed appropriate based on the progress monitoring data. Many of our schools will continue to implement walk-to interventions, to help

LITERACY INTERVENTION PROGRAM PLAN (2021-2022)

NARRATIVE - TEMPLATE PART 1

assure that the interventions provided to students were specific to the deficits identified through the various literacy assessments utilized for both benchmark and progress monitoring data, as well as program weekly and unit assessments. Some intervention groups will be taught by the teachers and some by paraprofessionals, with the lessons planned by the teachers. Interventions will be provided to small groups, some utilizing the push-in model, some pull-out, some walk-to interventions and some provided through differentiated instruction via the classroom teacher and support staff. The differences seen in intervention groups is determined by the deficits of the students being served and the implementation of the intervention programs and strategies deemed best to address those specific deficits.

7. The Twin Falls School District will continue to utilize Literacy Funds to purchase staff:
 - a. Will continue to fund nine half time Kindergarten certificated interventionist positions to support those students who could benefit from all day instruction.
 - b. Will continue to fund twelve 5.5 hour literacy paraprofessionals to support small group instruction of our lower 25th percentile students in both Tier II and Tier III instruction.
 - c. Will continue to fund two seven hour literacy paraprofessional positions to work in schools who need the extra support due to student needs.
8. The Twin Falls School District will utilize the IRI as the metric to determine our proficiency and growth over the 21-22 school year. Benchmarks determined by Istations norm data will be used and rate of improvement will be determined and monitored.
9. The district will purchase istation licenses for each elementary school so that schools can utilize the program for interventions, in all 5 literacy strands.
10. The district will Heggerty Phonemic Awareness for all K-3 classrooms to be used in both whole group and individual intervention needs.
11. The district will purchase Reads Naturally Live licenses for schools to use as an alternative intervention when needed for specific student needs.
12. The district will continue to purchase ESGI licenses for those first grade teachers who want an additional assessment for those students who are struggling due to missing the last quarter of in person instruction during their kindergarten experience, to help identify critical gaps.

LITERACY INTERVENTION PROGRAM PLAN (2021-2022)

NARRATIVE - TEMPLATE PART 1

Instructions: Per statute, your Literacy Intervention Plan must be aligned to the State-Board approved [Idaho Comprehensive Literacy Plan](#). This section is used to demonstrate alignment. For recommendations regarding ways to complete this section, please see page iv of the guidance provided with this template.

Comprehensive Literacy Plan Alignment - REQUIRED

The Twin Falls School District has developed this plan by utilizing a team effort including all elementary school principals, our Federal Programs Director, input from classroom teachers, instructional coaches, Title I teachers and Special Education staff. The collaborative leadership is an expectation of the CLP.

The Twin Falls School District will purchase the iStation intervention lessons for all teachers to have access to for K-3 interventions. This program includes the opportunity for individualized instruction, as well as providing lessons for teachers to utilize with small groups. This program will also provide an opportunity for students to practice the skills they are struggling with via technology from their homes. The district will have the expectation that iStation will be utilized by all schools for diagnostics and for use in the variety of intervention opportunities provided. This aligns with the CLP by using systematic, explicit instruction for the 5 areas of literacy instruction: phonemic awareness, decoding intervention, vocabulary, comprehension, and fluency. This program will also serve as a way to meet the essential element of Assessment and Data found in the CLP.

The Twin Falls School District has provided schools with the materials necessary to provide intentional and specific interventions utilizing the SIPPS program, iStation, and a few other programs as well. Building administrators will monitor the use of intervention programs to assure that systems being utilized are research based and are implemented with integrity. These programs will also be utilized as teachers see fit, for the various intervention opportunities provided. Each school is utilizing specific intervention times built into the school day for each grade level, with specific lesson plans written by the teachers for these intervention times. We are utilizing all staff possible to help implement interventions to small groups with intention. This aligns with the CLP by using systematic, explicit instruction to support students in building foundational reading skills (phonemic awareness, decoding intervention, vocabulary, comprehension, and fluency).

The Twin Falls School District will provide opportunities for intervention for students during the school day, after school, and through a summer-school program, utilizing both Literacy dollars and Title I dollars. The district has purchased Chromebooks, iPads and charging carts for each school to make the digital programs more accessible for students. We are providing some full day kindergarten options for students in some of our schools as well as providing additional paraprofessionals to provide during the day interventions at some schools. Providing a variety of options is one way that we are able to work with parents to develop plans that will work best for our students and their families. We will be providing bussing from some afterschool programs again this year, which will allow more families to take advantage of the afterschool opportunities provided for reading interventions. While the district will provide some specific intervention programs to all schools, we will not limit schools to the use of those programs. Teachers were provided refresher trainings for our Wonders Reading program as well as training in the use of iStation last year, and a full day training is

LITERACY INTERVENTION PROGRAM PLAN (2021-2022)

NARRATIVE - TEMPLATE PART 1

provided to all new to the district K-5 teachers before school starts each fall. This meets the essential elements of the CLP, specifically Developing Professional Educators, Effective Instruction and Interventions, and use of Assessment and Data.

Twin Falls School District will continue to provide Instructional Coaches to assist with program training and on-site support and collaborative analysis of data and instruction at the building level. In addition, the district will purchase training for all K-5 teachers from Education Northwest, for summer institute and again for our November in-service days focused on research based literacy instruction. This meets the collaborative leadership and developing professional educator elements of the CLP.

Instructions: In the Parent Involvement section, provide an explanation of both:

- 1) How the LEA involved parent input in developing the LEA's Literacy Plan; and
- 2) How parents are informed that their child has qualified for literacy intervention and are given the opportunity to be involved in the development of their child's individual reading plan.

Parent Involvement - REQUIRED

Community Involvement in the development of the LEA's Literacy Plan

The Twin Falls School District has provided parents with a survey to give input about what intervention opportunities would work best for their student and their family. This data was utilized in developing this plan and has resulted in our decision to provide interventions through a variety of formats including during school, before school, after school, summer school and extended day, and all-day kindergarten for some. In addition, we will continue to utilize intervention programs with licenses that provide students and parents the opportunity to work on a research based program from home to increase student's proficiency in the reading skills they need for extra time practicing. Istation and Imagine Learning will provide this opportunity depending on family and student need.

Parental Involvement in Students' Individual Reading Plans

Parents will be notified if their child displayed a reading deficiency based on the Fall IRI through a common letter along with the assessment report from iStation, that will be sent out from their child's teacher. The letter will let parents know that a literacy plan is being created and that their input would be appreciated. They will be given contact information to contact the teacher if they would like a meeting to create the plan. If parents do not request a meeting, a draft plan will be created by the teacher and intervention specialists at the building level. A copy of this plan will be shared with parents and they will be invited to give their input at that time. These plans will be created in our Milepost program where they can be easily accessed and can be attached to progress monitoring charts. Teachers will provide information on progress at parent/teacher conferences as well as through communications as needed throughout the school year. Teachers will also provide parents with strategies and activities that they can utilize at home to help in their child's mastery of reading. If a student exits the intervention program, due to proficiency, parents will be notified through the classroom teacher. If a student qualifies for intervention help later in the school year, as determined by progress monitoring, parents will again be notified by the classroom teacher through a letter and/or phone call. At that time, an intervention plan will be created for that student.

LITERACY INTERVENTION PROGRAM PLAN (2021-2022)

NARRATIVE - TEMPLATE PART 1

Parents will also be included in decisions to exit students from literacy plans. When a student displays proficiency through at least 3 progress monitoring data points along with teacher's data from classroom literacy grades, the teacher will notify parents through letter and/or phone call or meeting. The team will determine if it is appropriate to remove some or all intervention opportunities from child's schedule.

Other Notes / Comments

Please proceed to the Literacy Program Plan Metrics – Template Part 2 AND the Literacy Plan Proposed Budget – Template Part 3.

Performance Metrics Instructions:

Provide your data and set Benchmarks (performance targets) using the **2020-21 Literacy Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions and Examples and Metrics. Please review the Instructions and Examples before entering your data into the Metrics tab.

Proposed Budget Instructions:

Provide the Proposed Literacy Plan Budget using the **2020-21 Literacy Plan Proposed Budget – Template Part 3**. Please note that the budget template includes three (3) tabs: Instructions, Budget Estimator, and Proposed Budget. Please review the Instructions tab before entering your data into the Proposed Budget tab.

School Funding 101

Schools are funded on units. What is a unit?

40 kindergartners (ADA)** = 1 unit

20 students (ADA) grades 1-3 = 1 unit

23 students (ADA) grades 4-6 = 1 unit

18.5 students (ADA) grades 7-12 = 1 unit

12 alternative (ADA) students = 1 unit

6% of students (ADA) funded for SPED. 14.5 students = 1 unit

**ADA (Average Daily Attendance) = 40 kindergartners who attend 95% of the time generate 38 ADA. Therefore, it takes 43 kindergartners attending 95% of the time to equal 1 unit. $43 \times .95 = 40.85$. ADA for the first reporting period (first day of school through the first Friday in November) determines our Salary Based Apportionment (SBA).

How do we know how many staff members we will be funded for each year?

The state uses Salary Based Apportionment-ADA for the first reporting period to determine units.

Instructional (teachers/certified): Units \times 1.021 = instructional staff allowance (number of employees)

Pupil Services (counselors, etc.): Units \times 0.079 = pupil services staff allowance (number of employees)

Administrative: Units \times 0.075 = administrative staff allowance (number of employees)

Classified: Units \times 0.375 = classified staff allowance (number of employees)

This tells us how many employees the state will pay for, but how much do we get to pay salaries?

Funding for instructional and pupil services: Staff allowance \times average salary of current employees on the state salary schedule = payment to TFSD

Administrators: Staff allowance \times \$70,705.67 = payment to TFSD

Classified: Staff Allowance \times \$23,216 = payment to TFSD

Benefits: Total allocation \times 19.59% = payment to TFSD

What other revenue sources does the TFSD have?

Line Items: set by the legislature and can only be spent on line items (literacy, leadership stipends, etc.)

Discretionary (also called entitlement): Units (best 28 weeks) \times state multiplier (FY 22: \$29,542)

Federal: Title, etc.

Local: Bonds and levies

Budget Timeline

End of April - Negotiations finished (typically)

June board meeting - Budget hearing for original budget for the upcoming year

June 30 - Fiscal year end

July 15 - Board-approved budget due to the state

August 15 - 1st payment for the current fiscal year, based on previous year's data

4th Friday in September - Snapshot for enrollment data for school budgets

1st Friday in November - Snapshot date for employees used for salary based apportionment calculation and the last day of ADA data for mid-term enrollment *or* attendance for salary based apportionment

November 15 - 2nd payment for the current fiscal year, based on previous year's data

February 15 - 3rd payment for the current fiscal year, based on current year's data

May 15 - 4th payment for the current fiscal year, based on current year's data

June board meeting - Budget hearing for the amended budget for the ending fiscal year

June 30 - Fiscal year end

July 15 - 5th and final payment for the current fiscal year, based on current year's data and board-approved amended budget due to the state

October 31 - IFARMS financial report due to the state

November 10 - Board-approved audit report due to the state department

2022-2023 SCHOOL YEAR

PAPER, GENERAL SUPPLY & JANITORIAL SUPPLY BID RECAP

PAPER SUPPLY BID

Two vendors participated in the Paper Supply Bid for the 2022-2023 School Year, Contract Paper Group and Pyramid School Products.

Based on the bids received, I recommend the following to be awarded:

PAPER SUPPLY BID	
CONTRACT PAPER GROUP	\$90,386.65
PYRAMID SCHOOL PRODUCTS	\$9,019.66
TOTAL AMOUNT AWARDED	\$99,406.31

GENERAL SUPPLY BID

Four vendors participated in the Paper Supply Bid for the 2022-2023 School Year. Pyramid School Products, School Specialty, LLC, Quill, and Liberty Flags.

Based on the bids received, I recommend the following to be awarded:

GENERAL OFFICE SUPPLY BID	
PYRAMID SCHOOL PRODUCTS	\$4,911.78
SCHOOL SPECIALTY, LLC	\$564.74
TOTAL AMOUNT AWARDED	\$5,476.52

JANITORIAL SUPPLY BID

Seven vendors participated in the Janitorial Supply Bid for the 2022-2023 School Year. Unipak Corp, Pyramid School Products, Interboro Packaging Corp, Gem State Paper & Supply, WCP Solutions, Hanson Janitorial, Brady Industries

Based on the bids received, I recommend the following to be awarded:

JANITORIAL SUPPLY BID	
UNIPAK COR	\$3,267.60
INTERBORO PACKAGING CORP	\$8,660.12
GEM STATE PAPER & SUPPLY	\$118,512.83
WCP SOLUTIONS	\$1,365.64
HANSON JANITORIAL SUPPLY	\$2,026.24
PYRAMID SCHOOL PRODUCTS	\$2,852.16
BRADY INDUSTRIES	\$491.88
TOTAL AMOUNT AWARDED	\$137,176.47

The bids were published in the Times News on January 24th and January 31st prior to opening the bids on February 22, 2022.

All supply costs have increased from the previous year due to significant supply chain shortages. One item to mention specifically is copy paper. Contract Paper Group was the only company to bid on copy paper, and they noted that 24# is not available, therefore they are only able to provide us with 20# paper, which is typically standard paper for most school districts.

PREPARED AND SUBMITTED BY:

Erica Parrott
Purchasing Agent / Risk Management



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Ryan Bowman. Operations & Educational Technology Director

March 3, 2022

TFSD Board of Trustees:

Two bids were received for solid waste and recycling service for the Twin Falls School District. My recommendation is to approve a 5-year contract with Western Waste Services for the following amounts:

Waste Disposal:

2022-2023: \$61,032

2023-2027: \$61,032

Recycling:

\$132.50 per pick up-rebate returned to the TFSD

Please note the new contract for solid waste does not begin until July 1, 2022. We are currently under contract with Western Waste Service for the remainder of the year.

Sincerely,

Ryan Bowman
Operations & Educational Technology Director

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):

Action: Executive Session as per Idaho Code 74-206(1) Subsection (b) and (d)

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

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

Action on student discipline – in executive session. Pursuant to Section 33-205 the Board may engage in an action item relating to student discipline. (74-206(1)(b)).