

**TWIN FALLS SCHOOL DISTRICT NO. 411
SCHOOL BOARD MEETING
HELD AT:
O'Leary Middle School, Library
2350 Elizabeth Blvd.,
Twin Falls, ID 83301**

**April 27, 2022
7:00 P.M.**

AGENDA

I. Call to Order **Action**

II. Pledge of Allegiance

III. Procedural Matters

A. **Action** Items:

1. Approval of Agenda (Additions and Deletions)

IV. Unscheduled Delegations (Audience to Address the Board)

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

V. Consent Calendar Action Items - **Action**

A. Approval of Certified Personnel Retirements

B. Approval of Certified Personnel Resignations

C. Approval of New Classified Employees/Transfers

D. Approval of Classified Personnel Retirement

E. Approval of Classified Personnel Resignations

F. Approval of Extra-Curricular Resignations

G. Approval of Extended Out-of-State Travel Requests

H. Approval of Use of Football Gear for TFHS & CRHS Summer Camps

VI. Board In-service

A. Report on Building Goals

1. Ace Marcellus, O'Leary Middle School

2. Amy McBride, Robert Stuart Middle School

3. Araceli Huicochea, Bridge Academy

4. Sara Praegitzer, South Hills Middle School

VII. Instruction

A. Information Items:

1. Senior Math Requirements - Erickson

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

VIII. **Action** Executive Session as per ID Code 74-206(1) subsections (b), (d), and (j):

(b) to consider the evaluation, dismissal or disciplining of employees, staff members and public school students;

(d) to consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code; and (j) to consider labor contract matters authorized under section 74-206 (1)(a) and (b), Idaho Code.

Action 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.

Action in Open Session after Executive Session:

A. Personnel Issues Action

IX. Adjournment **Action**

MISSION

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

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.

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 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: April 27, 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 – 2022-2023

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

- Kathleen Lauda– Science Teacher at Canyon Ridge High School
- Theresa Exon – Special Education Teacher at South Hills Middle School
- Charlene Nelson – Counselor at Canyon Ridge High School
- Tracie Jones – 3rd Grade Teacher at Sawtooth Elementary School

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



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Date: April 27, 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:

Scott Zuercher	Teacher – Science	Canyon Ridge High School
Laura Neilson	Teacher – Kindergarten	Harrison Elementary School
Rebecca Velasco	Teacher – Math	O’Leary Middle School

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

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

William Brulotte
Associate Superintendent



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Date: April 27, 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 individuals listed below be approved for hiring for the 2021-2022 school year:

Ricky Mack	Custodian at O'Leary Middle School
Robyn Robbins	Cook at Robert Stuart Middle School
Bryce Butler	Custodian at Twin Falls High School

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

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

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

William Brulotte
Associate Superintendent



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Date: April 27, 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 – 2022-2023

The following classified employee has submitted their retirement letter resigning their position for the 2022-2023 school year:

- Teri Bernhard – Cafeteria Manager at Twin Falls High School

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



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Date: April 27, 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:

Crista Weeks	Special Education Para Educator	O'Leary Middle School
Morgan Kaster	Computer Lab Assistant	Lincoln Elementary School
Courtney Noorda	Literacy Para Educator	Pillar Falls Elementary School
Bryce Butler	Custodian	Twin Falls High School
Peggy Hymas	Para Educator	Rock Creek Elementary School
Bethanne Hunt	Librarian Technician	Bickel Elementary School
Delaney Reece	Para Professional Mentor	Lincoln Elementary School

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

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

William Brulotte
Associate Superintendent



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

Date: April 27, 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 2022-2023 school year:

Benjamin McMurtry	Coach – Assistant Football	Twin Falls High School
Scott Zuercher	Department Head - Science	Canyon Ridge High 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

CP

TRAVEL - EXTENDED & OUT-OF-STATE

REQUEST FOR EXTENDED & OUT-OF-STATE TRAVEL

Name of Organization Making Request TFSD Secondary Music Dept. (Instrumental)

Proposed Travel Dates From May 14, 2022

Brief Explanation of Proposed Trip (including destination) 8-12 grades travel to Lagoon Amusement Park.

Sponsor Signature(s) [Signature]

Date 4/11/22

Number of Students Attending about 150 Number of Supervising Adults 4

Amount of School Time to be Missed Ø

The Following Requests are Made Relative to this Proposed Trip:

(Waivers required for overnight out of state trips with the exception of IHSAA activities)

1. Bus: Yes ☒ No ☐ Bus Capacity Needed 3 x 55 persons

2. Finances: Yes ☒ No ☐ If Yes, Total Amount \$75

3. Transportation Expenses: Yes ☒ No ☐

4. Bus Request Submitted: Yes ☒ No ☐

5. Financial Breakout: Student/Parent \$ 78 Club \$ Ø Organization \$ Ø School \$ Ø

6. Organization: TFSD Secondary Instrumental Music

7. Destination: Lagoon

Principal's Recommendation

Principal's Signature

[Signature]

Date 4/11/22

By signing this form you are acknowledging all necessary waivers have been received.

Superintendent's Recommendation Approve

Superintendent's Signature

[Signature]

Date: _____

Board Action: Approved as Proposed _____ Approved with Modifications _____ Not Approved _____

Total Student Cost: \$ 78

School Costs:

1. Transportation (To & From) \$ _____

A. Bus or SUV's \$ _____

B. Plane \$ _____

2. Lodging..... \$ _____

Total School Cost: \$ _____ \$ _____

Less Commitment: \$ _____ \$ _____

GRAND TOTAL: \$ _____ \$ _____

Vocational Programs (and others, as determined by the principal) will cover all advisor costs from vocational appropriations and/or club/organization funds.



Twin Falls High School

1615 Filer Avenue East

Twin Falls, Idaho

83301

April 18th, 2022

Dr. Brady Dickinson
Superintendent of School District #411
201 Main Avenue West
Twin Falls, Idaho 83301

Dear Dr. Dickinson,

In accordance with IHSAA rule 3 17-2-4, Twin Falls High School is requesting that School District #411 seek permission from the Idaho High School Activities Association to use Twin Falls High School football protective equipment in summer camp during June of 2021, or for spring practice which will start after the state track meet is completed (May 19-21, 2022). It is understood that the IHSAA sponsored catastrophic insurance provides no coverage for the activity and any liabilities rest solely with the campers/clinic and school.

We are requesting the use of our pads May 31st – June 9th for our 7days in 10 day window. Included in this will be the Southern Idaho Football Camp June 6-9th.

Your attention to this matter is greatly appreciated

Sincerely,

Shaun Walker
Activities Director
Twin Falls High School

Cc:

Ryan Nesmith, Principal TFHS
Ben Kohring, Head Football Coach TFHS
Ty Jones, Executive Director IHSAA



300 NORTH COLLEGE ROAD W ■ TWIN FALLS, IDAHO 83301
OFFICE: (208) 732-7555 ■ FAX: (208) 732-7556

April 12, 2022

Dr. Brady Dickinson
Superintendent of School District #411
201 Main Avenue West
Twin Falls ID, 83301

Dear Dr. Dickinson,

In accordance with IHSAA rule 3 17-2-4, Canyon Ridge High School is requesting that school district #411 seek permission from the Idaho High School Activities Association to use Canyon Ridge High School's protective football equipment during the summer of two thousand and twenty-one for one week. Our camp is scheduled the week of June 6th-June 9th. It is understood that the Idaho High School Activities Association's catastrophic insurance provides no coverage for the activity and any liabilities rest solely with the campers/clinic and school.

Your attention to this matter is greatly appreciated.

Sincerely,

Sean Impomeni
Activities Director/Head Football Coach
Canyon Ridge High School



Twin Falls School District
Middle School Board Report Form
2021-2022

School: Vera C. O'Leary Middle School

Idaho Standards Achievement Test - Spring
2021
Mathematics

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
6th	41%	28%	37%
7th	39%	35%	40%
8th	39%	27%	36%

Idaho Standards Achievement Test - Spring
2021
English Language Arts

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
6th	55%	43%	42%
7th	56%	48%	58%
8th	66%	52%	55%

Idaho Standards Achievement Test - Spring
2021
Science

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
8th	NA	NA	NA

1. Building Goals:

- Goal 1: Increase the ISAT proficiency levels in math from 3.3% to 4% and ELA from 8.6% to 9.5% for students on an IEP plan on the 2022 ISAT.
- Goal 2: Increase the ISAT proficiency levels in math from 15.3% to 17.3% and ELA from 38.6% to 42.6% Hispanic students on the 2022 ISAT.
- Goal 2: Students will improve their social emotional health as measured by the EduGuide program.

2. Growth Towards Goals:

- 1-1 6th Grade Co-teaching Classroom for ELA and Math

- 1-2 7th/8th grade accommodations and modifications in the classroom
- 1-3 Place high need IEP students in special education primetime/advisory classes
- 2-1 Use of AR reading program
- 2-2 Use of I-Ready math program
- 3-1 Students will complete one EduGuide Program activity weekly
- 3-2 Write Tools Benchmark Assessment

3. Growth Indicators:

- 1-1 Co-teaching - 6th ELA is going very well as reported by both teachers, 6th Math is not quite there yet, but I will support them with more training
- 1-2 7/8 inclusion - positive reports from teachers
- 1-3 IEP PT - positive reports from teachers
- 2-1 AR - 8,803 tests passed, 60,776.6 points earned, 14,265 books checked out, 839,404,408 words read (as of 4/15/22 @ 8 am)
- 2-2 I-Ready Math - Mid-year assessment results showed an average growth of 1 year
- 3-1 EduGuide - 26 students identified for intervention, 95% of students report one or more changes in attitudes/behaviors/achievements, 5920 reports of student and coach growth, 15,649 reports of students mentoring/supporting each other

4. Instructional Focus/Priorities:

- Credit Recovery
- Write Tools in all subjects
- PBIS fully implemented
- Life Skills/Social Emotional Health
- Cubs Essentials

5. School Improvement Initiatives:

- Credit Recovery
- Write Tools in all subjects
- PBIS fully implemented
- EduGuide Program
- Cubs Essentials

6. Interventions and Extensions:

- Cubs Essentials
- Credit recovery
- Saturday School

7. Leadership Premium Usage:

- Saturday School
- Co-Teaching Planning and Collaboration
- BLT Chair
- 6th Grade Team Leader
- Credit Recovery
- 8th Grade Team Leader
- SIT Committee Chair
- Community Liaison (PTSO, Boosters)

- Electives Lead
- Student Leadership
- PBIS Lead
- Homework Club
- 7th Grade Team Leader
- Sped Lead

8. Challenges:

- This has been another 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.
- We had a teacher's death that sent us all into shock, staff members with severe illnesses, and staff members that have lost close loved ones.
- Our focus this year has been to provide as normal of a setting for our students as possible and make connections with our students in new positive ways.

9. Bright Spots:

- Despite all of the challenges this year, our staff was able to maintain as normal of a learning environment for our students as we could. We have had to learn a lot this year, but as a staff we did all that we could to make it a positive experience for our students.

Twin Falls School District
Middle School Board Report Form
2021-2022

School: Robert Stuart Middle School

Idaho Standards Achievement Test - Spring 2021 Mathematics				Idaho Standards Achievement Test - Spring 2021 English Language Arts			
	Percent of Students that were Proficient and Advanced				Percent of Students that were Proficient and Advanced		
Grade	School	District	State	Grade	School	District	State
6th	31%	28%	35%	6th	44%	43%	51%
7th	39%	35%	38%	7th	54%	49%	57%
8th	26%	27%	33%	8th	50%	52%	55%

Idaho Standards Achievement Test - Spring 2021 Science			
	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
8th			

1. Building Goals:

RSMS will increase the percent of students scoring proficient or higher on the 2022 math ISAT by 10%, from 32% to 42%.

RSMS will increase the percent of students scoring proficient or higher on the 2022 ELA ISAT by 10%, from 49% to 59%

2. Growth Towards Goals:

About 48% of students were near or at grade level proficiency in math by mid-year

About 80% had met their reading goals in Accelerated Reader or Achieve 3000 and had raised their lexile 20-40 points by mid-year.

3. Growth Indicators:

i-Ready Diagnostic reports, Accelerated Reader, Achieve 3000, ISAT interim assessments (SICA)

4. Instructional Focus/Priorities:

Math: Using ISAT questions as bellringer, i-Ready lessons in advisory 1 day/week, ISAT data analysis with blueprints and pacing guides

Write Tools: Teaching write tools in all LA classes, every class doing 1 writing prompt each quarter

5. School Improvement Initiatives:

Refocus on academic learning, closing learning gaps, and holding students accountable for their own learning

6. Interventions and Extensions:

Saturday School and extra help, clubs

7. Leadership Premium Usage:

Grade level and Building level leads, clubs and extra help

8. Challenges:

Student behavior

9. Bright Spots:

School Culture Building

- Highly Competitive Sports Teams
- Clubs, Chess, Photography, Minecraft
- Student Council and the Ping Pong table
- PTSO involvement
- Student Awards Assembly
- Positivity on Facebook and Instagram
- Teacher-led committee on consistency

Twin Falls School District

Middle School Board Report Form

2021-2022

School: Bridge Academy Middle School

Idaho Standards Achievement Test - Spring 2021 Mathematics				Idaho Standards Achievement Test - Spring 2021 English Language Arts			
	Percent of Students that were Proficient and Advanced				Percent of Students that were Proficient and Advanced		
Grade	School	District	State	Grade	School	District	State
6th				6th			
7th	4	35	40	7th	11	48	58
8th	4	27	36	8th	19	52	55

Idaho Standards Achievement Test - Spring 2021 Science			
	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
8th	NA	NA	NA

1. Building Goals: Increase Proficiency and Student Motivation

Increase the number of students scoring proficient in Language Arts, including all identified ATSI sub populations, from 15% in Spring of 2021 to 20% in Spring of 2022. Students not scoring proficient will show a minimum of one years growth as measured by ISAT scale scores.

Increase the number of students proficient in math, including all identified ATSI sub populations, from 4% in Spring of 2021 to 14% in Spring of 2022. Students not scoring proficient will show a minimum of one years growth as measured by ISAT scale scores.

85% of students will move one Phase by the end of the school year.

2. Growth Towards Goals:

Data Points	iReady Diagnostic Percent Growth	Math 180 Inventory Percent Growth	Read 180 Proficiency Level	Read 180 Diagnostic Skills Percent
School	67	80	11 Basic	46

Quarterly Grades Passing CORE Classes	Number Before credit recovery	Percent Passing Before Credit Recovery	Number After credit Recovery	Percent Passing After Credit Recovery
Q1	161	70	182	79
Q2	136	59	188	82
Q3	167	73	187	83

Schoolwide Phases Benchmarks *Goal has been met for the year		
Q1%	Q2%	Q3%
33	51	95

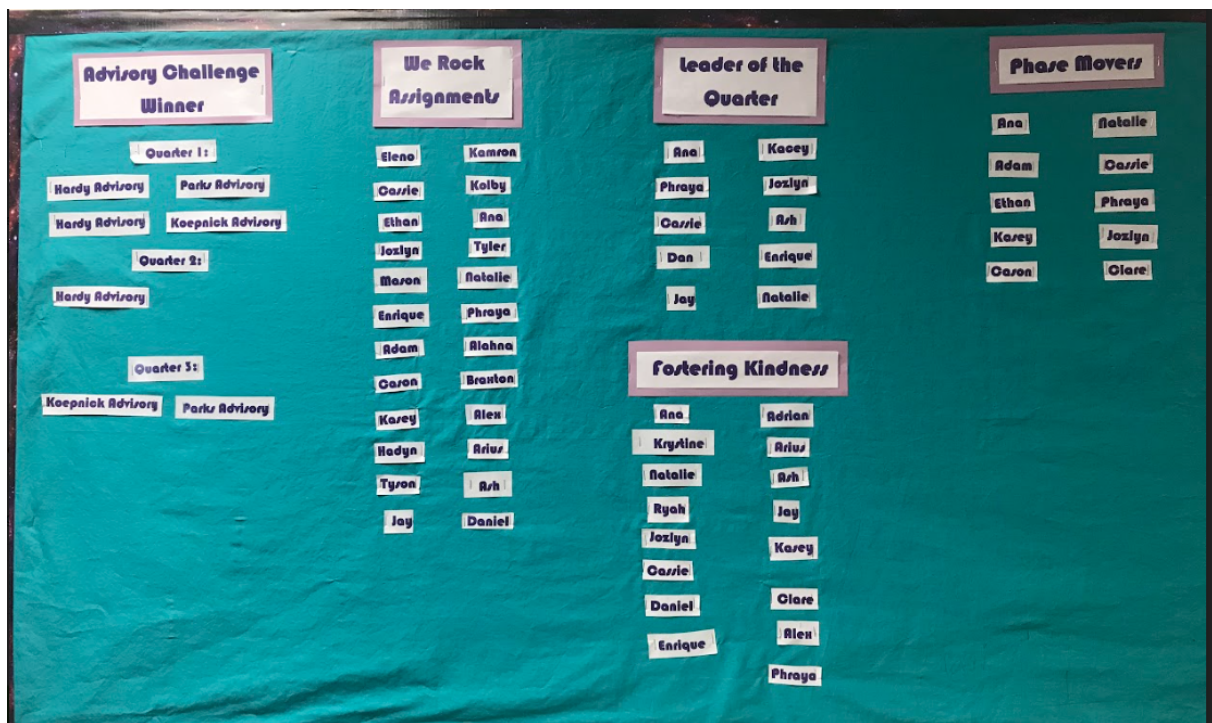
Eleven students have moved more than one Phase.

Two students have reached Phase 5.

3. Growth Indicators:

<u>Requirements</u>	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Incentive Trips
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.)	Quarter 1: Putters MiniGolf
Attendance	90% (5 absences)	91% (4 absences)	93% (3 absences)	95% (2 absences)	98% (1 absence)	
Write Ups	4 write ups	3 write ups	2 write ups	1 write up	0 write ups	
Refocus Forms	15 or <	10 or <	8 or <	5 or <	3 or <	
Academics	1F 3D Core Classes (Passing Advisory)	3D 1C Core Classes (Passing Advisory)	1D 3C Core Classes (Passing Advisory)	C's or higher Core Classes (Passing Advisory)	A's, B's, and 1 C in all Classes	Quarter 2: Gerties
Parental Involvement	1 per Quarter	1 per Quarter	1 per Quarter	1 per Quarter	1 per Quarter	Quarter 3: Jumptime
Outreach	1 per Quarter	1 per Quarter	1 per Quarter	1 per Quarter	1 per Quarter	
Phase Moving Incentive			Bridge Sweatshirt	Item of choice	No Uniform Required*; ChromeBook.	Quarter 4: Gemstone Climbing

*Must maintain phase 5 to keep no-uniform status



4. Instructional Focus/Priorities:

Fostering resilient learners

Daily positive affirmations

Daily leadership connections

Trauma informed classrooms

- Mindfulness and self regulation practice

ISAT Practice Opportunities

Daily practice in math class

Weekly practice in other content classes

Formative Assessments twice a year

Targeted instruction for Tier II and III

Quarterly content based writing opportunities in every core class

Cooperative learning and guided practice

5. School Improvement Initiatives:

Schoolwide advisory alignment

Leadership lessons, Fostering Family, Empowered Reading, and Data & Goals

Increased rigor in core classes

Math and science following district curriculum

All core classes to follow district curriculum plan with necessary accommodations 2022-2023

Strengthening literacy skills

Regular write tools writing opportunities in language arts

Intentional teaching for increased ISAT readiness

Cultivating positive school culture

Reinforcing appropriate behaviors daily

- Positive behavior interventions and supports

Schoolwide assemblies and celebrations

Monthly advisory challenges

Recognition of leaders in academics and behavior

Field trips and community service projects

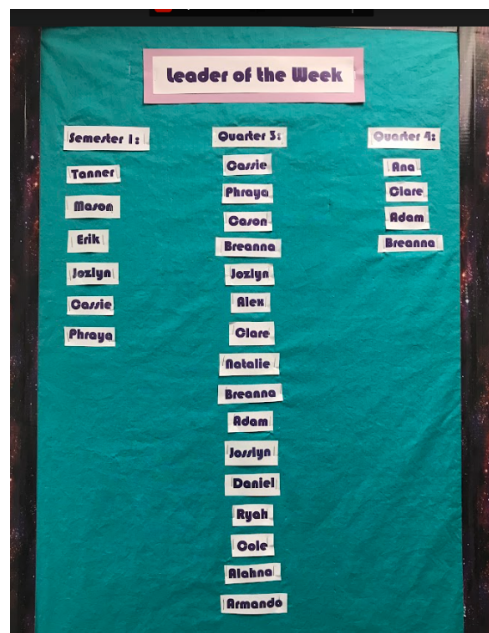
Empowering leadership: Leader in Me school

Implementation of the Habits of Highly Effective Teens in all classes

Leadership roles for students in every class

Leadership elective: student apply the Habits and principles of leadership

- Student planned and led family events
- Student designed yearbook



Systems of support for student and staff mental wellness

Pilot of Zones of Regulation

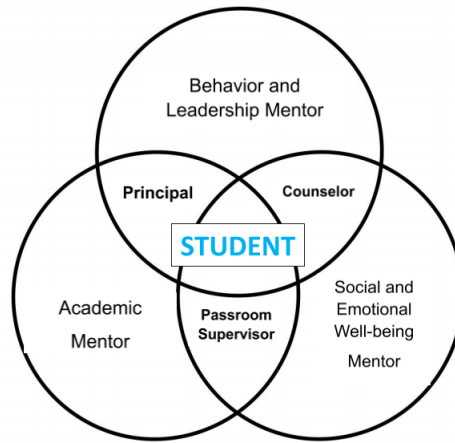
- Expect a schoolwide implementation 2022-2023

Expansion of mindfulness space

- Includes library, gym, meditation area, and learning center

Restorative Discipline

Proactive team approach to in school suspension



Professional development for all staff

Leadership

Trauma Informed

Best practices

Groups attended PD in Florida, Boise, and Minidoka

6. Interventions and Extensions:

Individualized online programs

Differentiated small groups

In-School Academic Support

Access to Math/Read 180 curriculum for all students

Quarterly mandated Credit Recovery Tuesdays and Thursdays

After school tutoring Tuesdays and Thursdays

Academic PASS room-Inschool academic support

At home learning plans

Online Classes through Schoology

Tier 3 Supports

Behavior Plan-"Win-Win Agreements"

Parent meetings

7. Leadership Premium Usage:

After school tutoring (4)

Title 1 Lead (1)

Milepost Lead (1)

Website Lead (1)

8. Challenges:

Lack of regular substitutes to cover staff absences

Limited counseling opportunities for students and staff

Limited instructional support from instructional coach

Shared School Resources Officer and security aide

Struggled to fill vacant paraprofessional positions

High number of students reporting or struggling with

- Suicidal thoughts

- Coping after suicide attempts

- Extended hospitalizations due to mental health

- Withdrawing or relocating out of district due to mental health concerns

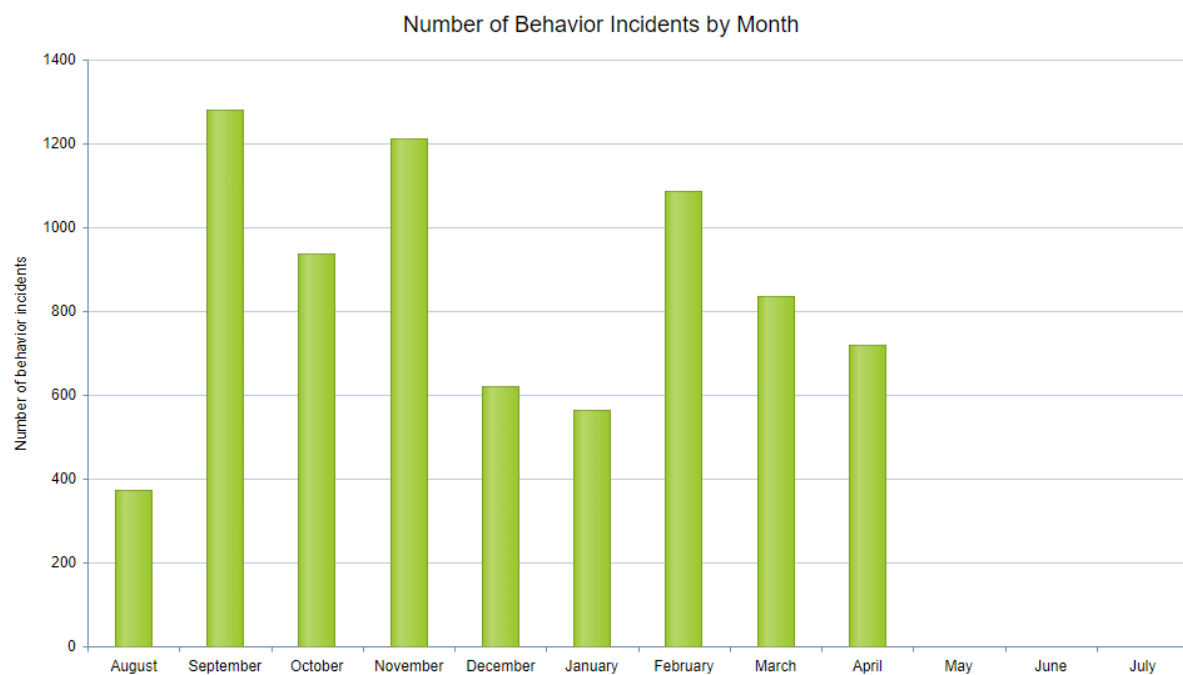
- Substance abuse

- Death of parents or family members

- Separated from parents by death or incarceration

- Extended detention sentences and more

High number of incidents



9. Bright Spots:

Student led events and activities
Parental Engagement
Extension of mindfulness space
CSI up highlight school recognition
Professional development opportunities for all staff
Success with implementation of social emotional curriculum
Regular food pantry distributions
Monthly field trips
Climbing and Ski Clubs
STEM grants
Strong Leadership Team-Collaborative Teaming
Collective Staff Efficacy
Staff attended Innovative Schools Summit in Orlando, Florida
Alternative school observations for most of the schools staff
High family attendance for after school events
Hosted "Coffee in Community" event for parents
Hosted "Chat & Chill" sessions with student groups

Twin Falls School District
Middle School Board Report Form
2021-2022

School:

South Hills Middle School

Idaho Standards Achievement Test - Spring
 2021
 Mathematics

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
6th	15%	29%	34%
7th	26%	35%	39%
8th	14%	27%	33%

Idaho Standards Achievement Test - Spring
 2021
 English Language Arts

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
6th	29%	44%	51%
7th	37%	49%	56%
8th	42%	52%	53%

Idaho Standards Achievement Test - Spring
 2021
 Science

	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
8th	---	---	

1. Building Goals:

- a. Increase overall reading level for the school by one grade level
- b. Increase the amount of student success by 10%

2. Growth Towards Goals:

- a. Beginning reading level for 21-22 school year-4.3, 5.2, 5.9, at the end of First Semester-4.8. 5.5, 6.2
- b. Number of failing grades 1st semester 20-21-529, Number of failing grades 1st semester 21-22-367

3. Growth Indicators:

- a. STAR testing and Achieve testing scores
- b. Semester grades

4. Instructional Focus/Priorities:

- a. Implemented Achieve training to all 6th grade teachers and have students working on program Tuesdays and Thursdays in Advisory, Every Advisory reads the first 15 minutes of every school day
- b. Created an Academic Flowchart (see attached) that would increase resources for students to use for extra help, Run an Academic lab every period that will give students who failed last year a chance to recover failing grades and also help stay on track for the current year

5. School Improvement Initiatives:

- a. Building school climate and culture-highlighting positives weekly
- b. Increase student success with academics and behaviors-flowcharts for both

6. Interventions and Extensions:

- a. Gave SICA test to all students and took a day to analyze common misconceptions on questions with ELA and Math department
 - b. Every math classroom uses ISAT questions for bell ringers to help practice and gain knowledge
 - c. Homework Club and Saturday School
-

7. Leadership Premium Usage:

- a. Grade level and Department Leads
- b. Homework Club, Saturday School and transportation
- c. ISAT and Spelling Bee coordinators

8. Challenges:

- a. Proper training for all staff-Thinking Maps, SIOP, Trauma Informed, etc.**
- b. Creating consistency and improving communication**

9. Bright Spots:

- a. We have AMAZING students!**
- b. PTO created and so supportive**
- c. Staff culture and cohesiveness**



4/20/22

Twin Falls School District Trustees,

As of March 15, 2022, the legislature changed Idaho Administrative Code to reject the requirement for students to take math their senior year and removed all language referring to students taking a college entrance exam as a graduation requirement. The current Idaho Administrative Code IDAPA 08.02.03.105.01 (d) regarding mathematics graduation requirements reads:

Mathematics. Six (6) credits are required. Secondary mathematics includes Integrated Mathematics, Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and quantitative reasoning including mathematics taken through career technical education programs. Dual credit engineering and computer science courses aligned to the state standards for grades nine (9) through (12), including AP Computer Science and dual credit computer Science courses may also be counted as a mathematics credit. Students who choose to take computer science and dual credit engineering courses may not concurrently count such courses as both a mathematics and science credit for the same course. (3-15-22) i. Students must complete secondary mathematics in the following areas: (3-15-22) (1) Two (2) credits of Algebra I, Algebra I level equivalent Integrated Mathematics or courses that meet the High School Algebra Content Standards; (3-15-22) (2) Two (2) credits of Geometry, Geometry level equivalent Integrated Mathematics, or courses that meet the Idaho High School Geometry Content Standards; and (3-15-22) (3) Two (2) credits of mathematics of the student's choice. (3-15-22).

We request that the Twin Falls School District align itself with the newly updated requirements and remove from Policy 2700 High School Graduation Requirements all language referring to taking math during the last two semesters of high school and taking a college entrance exam. We are requesting to add that students must take math during their first three years of high school.

We would also like to explain our reason for making these requests. The requirement to take and pass math during the senior year has traditionally been a significant challenge for many students working towards graduation. We are requesting to move the requirement to the junior year. The Idaho State Board of Education is planning to move the ISAT from the sophomore year to the junior year and replace the SAT. By requiring students to take math during their

junior year, we are assuring that they will have three full years of math before taking the ISAT as a junior and have their senior year to make up any missing math credits. Additionally, we recognize that our enrollment for seniors taking mathematics will decrease, but it will also allow us to open up math intervention sections for our most at-risk students. Finally, after talking to personnel at CSI the single biggest hurdle for students desiring to participate in the CTE Up Link program is the requirement to take math during the senior year. We feel by requiring students to take math the first three years of high school it will open up opportunities for students.

We appreciate your consideration,

Sincerely,

Ryan Nesmith
Principal
Twin Falls High School

Dr. Kasey Teske
Principal
Canyon Ridge High School

Roger Keller
Principal
Magic Valley High School

Motion to go into executive session:

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

Action: Executive Session as per ID Code 74-206(1) subsections (b), (d) and (j):
(b) to consider the evaluation, dismissal or disciplining of employees, staff members and public school students;
(d) to consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code; and
(j) to consider labor contract matters authorized under section 74-206 (1)(a) and (b), Idaho Code.

Action 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.

Action in Open Session after Executive Session:

A. Personnel Issue Action