

**TWIN FALLS SCHOOL DISTRICT #411  
SCHOOL BOARD MEETING  
HELD AT:  
Canyon Ridge High School  
300 North College Road #301  
Twin Falls, Idaho**

**(For Courtesy Live Stream of this Meeting go to:  
<https://www.youtube.com/channel/UCeuVI9P46lMkgY-R2gWXLAQ>)**

**September 28, 2022  
5:00 P.M.  
AGENDA**

I. Call to Order - **Action**

II. Pledge of Allegiance

III. Procedural Matters

A. **Action** Items:

1. Approval of Agenda (Additions and Deletions)

IV. Unscheduled Delegation (Audience to Address the Board on Agenda items)

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

V. Consent Calendar **Action**

- A. Approval of Contracts for Private Service Providers (PSP)/Consultants and Other
- B. Approval of New Classified Employees/Transfers
- C. Approval of Classified Personnel Resignations
- D. Approval of Extra-Curricular Employees
- E. Approval of Extra-Curricular Resignations

VI. Student Panel – Grades 5<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> (40 min)

VII. 2020-2025 Strategic Plan: 2022-2023 Yearly Action Plan (15 min) Craner – **Action**

VIII. Follow-Up on Vision, Goals, and Focus for Year (15 min) Brulotte

IX. 2022 Proposed ISBA Resolutions (5 min)

X. XII. **Action** Executive Session as per ID Code 74-206(1) subsections (b), & (d):  
(b) to consider disciplining of, or to hear complaints or charges brought against, or 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 will be 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: None***

XI. Adjournment **Action**

**MISSION**

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

## WORKING WITH YOUR SCHOOL BOARD

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

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

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

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

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

Thank you for coming. Please come again.  
Your Board of Trustees



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

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www.tfsd.org

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

Date: September 28, 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 Transfers

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 2022-2023 school year:

Lita Summers	Student Support Para Educator at Morningside Elementary School
Gail Joy	Online Coordinator at South Hills Middle School
Veronica Garner	ERC Para Educator at Sawtooth Elementary School
Joanne Jackson	Behavior Para Educator at O'Leary Middle School
Gabrielle Davis	Online Coordinator at Twin Falls High School
Meliha Zahiroric	Computer Assistant at Rock Creek Elementary School
Kelly Souza	Passroon Supervisor at Perrine Elementary School

The individuals listed below are current employees that has accepted a transfer within the district for the 2022-2023 school year.

**NAME**

**POSITION**

Thomas Nava	Custodian at District Office/Support Services
Diana Ojeda Razo	Safety and Security Aide at Pillar Falls Elementary School
Trinity Hausner	Resource Para Educator at Oregon Trail Elementary School
Teresa Easterling	Migrant Para Educator at Canyon Ridge High School
Florina Elimo	Kitchen Manager at Bickel Elementary School

All are in the process of completing the necessary consent, I-9's, drug free work place form etc., and have met the criteria to become employees of the Twin Falls School District.  
If you have any questions or concerns, please do not hesitate to contact me.

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

William Brulotte  
Associate Superintendent



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Date: September 28, 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 – Information Only

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

Jennifer Sprenger	Cook	Perrine Elementary School
Amanda Stewart	Cook	O’Leary Middle School
Lynn Bailey	Safety and Security Aide	Twin Falls High School
Elisabeth Tail	ELL Para Educator	Bridge Academy

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

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

William Brulotte  
Associate Superintendent





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Date: September 28, 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 2022-2023 school year.

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

Raven Quiterio	Girls Soccer Coach	O'Leary Middle School
Christine Godfrey	7 <sup>th</sup> Grade Volleyball Coach	South Hills Middle School
Devon Coppin	Assistant Football Coach	Robert Stuart Middle School
Jose Archila-Rodas	Girls Soccer Coach	South Hills Middle School



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

Date: September 28, 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 - Information Only

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

Chance Requa	Coach – JV Assistant Boys Wrestling	Canyon Ridge High School
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The Human Resources Department recommends to the Superintendent and the Twin Falls School District Board of Trustees that we accept these resignations.

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

William Brulotte  
Associate Superintendent

**TFSD 2020-25 Strategic Plan:**  
**2022-23 Yearly Action Plan**

**Life Ready Students**

1. The TFSD will continue to strive for growth in all academic measures. This includes IRI, ISAT, graduation rates, and school-based assessments. (See Addendum 1 for state-required reporting metrics.)
2. The TFSD will support work around student behaviors and wellness for elementary students and staff members.
3. The TFSD will support work to implement critical thinking training at the secondary level.

**Quality Learning Opportunities**

1. The TFSD will work with CSI to maximize the opportunities for TFSD students to engage in Career Technical Education programs on campus including programs in the new center scheduled to open in 2024.
2. The TFSD will support a plan to offer a dual immersion magnet program at Oregon Trail Elementary School with the goal of beginning the program in the fall of 2023
3. The TFSD will support the growth of the Gifted and Talented magnet program at Morningside Elementary School and will explore ways to expand GT offerings at all elementary schools.
4. The TFSD will continue to emphasize and utilize the least restrictive environments for special education students as applicable.

**A Healthy Learning Community**

1. The TFSD will continue to implement and evaluate policies that support student and staff member mental health.
2. The TFSD will continue to offer and collaborate with community-based mental health support for students and staff members.
3. The TFSD will support work to create a community center where patrons can access resources.

**Quality Personnel**

1. District administrators will meet with each principal in the fall to collaboratively set school-level goals for the year. Progress towards these goals will be evaluated at the end of the school year.
2. The TFSD will implement strategies to attract and retain qualified staff for certified and classified positions. This may include incentives, marketing, partnerships, etc.

**School Community Public Relations**

1. The TFSD will continue to implement a public relations plan centered around advanced opportunities for students in the TFSD. At the secondary level, this plan will highlight dual credits, students earning associate's degrees, CTE

opportunities, etc. At the elementary level, this plan will highlight enrichment opportunities and highlight academic support.

2. The TFSD will increase opportunities for staff engagement by hosting Superintendent Office Hours throughout the year in each school. During these office hours, Dr. Dickinson will be available for staff to visit about any topic of importance.
3. District administrators will be visible throughout the district and community by:
  - a. Hosting an open forum in each trustee zone during the fall of 2022.
  - b. Attending three school events at each school during the year.
  - c. Attending community events and collaborating with other community leaders.
4. The TFSD will continue to highlight schools through the Highlights of the Week emails and will support enhancing school-based social media promotion.
5. The TFSD will support work to enhance customer service for patrons interacting with the TFSD.

#### **School Environment and Facilities**

1. The TFSD will continue to implement the ten-year long-range plan for facilities including enhancements to security, HVAC, furniture, and technology.
2. The TFSD will explore options to accelerate the timeframe for the modernization of facilities.
3. The TFSD will work with the Safety Committee to provide additional security to our schools including reviewing current practices and working with the Twin Falls Police Department to ensure best practices.

#### **Stewardship of Resources**

1. The TFSD will ensure an accurate and responsible budget is implemented for 2022-23 that maintains programs, takes care of employees, and keeps the district in sound financial condition.
2. The TFSD will utilize the Budget Advisory Committee to create a proposal to renew the supplemental levy and make a community engagement plan in preparation for the levy in March 2022.



LEA # 411	LEA Name: Twin Falls School District
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## METRICS

<b>LINK to LEA / District Report Card with Demographics and Previous Data (required):</b>	<a href="https://idahoschools.org/districts/411/profile">https://idahoschools.org/districts/411/profile</a>
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### Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (blue shaded metrics are required)

Goal	Performance Metric	2021-22 Targets (From LEA's 2021-22 CIP)	2022-23 Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2021 cohort	2022 cohort
		85.0%	80.0%
	5-year cohort graduation rate (optional metric)	2020 cohort	2021 cohort
		NA	NA
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	50.0%	50.0%
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the grade 8 Math ISAT	45.0%	45.0%
	% students who make adequate growth on the grade 8 Math ISAT	75.0%	80.0%
	% students who score proficient on the grade 8 ELA ISAT	55.0%	55.0%
	% students who make adequate growth on the grade 8 ELA ISAT	75.0%	80.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the grade 6 Math ISAT	44.0%	45.0%
	% students who make adequate growth on the grade 6 Math ISAT	75.0%	80.0%
	% students who score proficient on the grade 6 ELA ISAT	56.0%	56.0%
	% students who make adequate growth on the grade 6 ELA ISAT	75.0%	80.0%

**Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (Section II data is required)**

<b>Goal</b>	<b>Performance Metric</b>	<b>2021-22 Targets (From LEA's 2021-22 CIP)</b>	<b>2022-23 Targets (LEA's Chosen Goals)</b>
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	68.0%	<b>68.0%</b>
	% students who score proficient on the Grade 1 Spring IRI	65.0%	<b>61.0%</b>
	% students who score proficient on the Grade 2 Spring IRI	74.0%	<b>74.0%</b>
	% students who score proficient on the Grade 3 Spring IRI	76.0%	<b>76.0%</b>
	% students who score proficient on the Grade 4 ELA ISAT	76.0%	<b>51.0%</b>
	% students who make adequate growth on the Grade 4 ELA ISAT	79.0%	<b>79.0%</b>

### Section III: How LEA Measures Progress Towards Literacy Goals and Targets (required)

Instructions: To indicate how your LEA intends to measure your progress towards your literacy goals and targets, you may choose to complete either Section III.A or Section III.B. Section III.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and II), which may be consistent with previously chosen LEA chosen metrics. Section III.B allows you to address your plan to measure progress through a short narrative.

<b>Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)</b>			
<b>Performance Metric</b>	<b>2021-22 Targets (From LEA's 2021-22 CIP)</b>	<b>2022-23 Targets (if available)</b>	<b>2022-23 Targets (LEA's Chosen Goals)</b>
Improvement in percentage points of students who scored "proficient" on the Kindergarten Spring IRI from fall to spring	31pp	11.00%	<b>20.0%</b>
Improvement in percentage points of students who scored "proficient" on the First Grade Spring IRI from fall to spring	34pp	15.00%	<b>20.0%</b>
Improvement in percentage points of students who scored "proficient" on the Second Grade Spring IRI from fall to spring	26pp	11.00%	<b>25.0%</b>
Improvement in percentage points of students who scored "proficient" on the Third Grade Spring IRI from fall to spring	23pp	10.00%	<b>24.0%</b>
<b>Section III.B: Narrative on Measuring Literacy Progress</b> Instructions: If you are choosing to use section III.B to address the Section III requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's literacy goals and targets. Please note that your description <i>must</i> include at least one clear performance metric that is measurable, has a performance target / goal for 2022-23, and is distinctly <i>different</i> from the required metrics in Sections I and II, above.			

NA

### Section IV: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals (required)

Instructions: To indicate how your LEA intends to measure your progress towards your college and career advising and mentoring goals and targets, you may choose to complete either Section IV.A or Section IV.B. Section IV.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and IV), which may be consistent with previously chosen LEA chosen metrics. Section IV.B allows you to address your plan to measure progress through a short narrative.

<b>Section IV.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)</b>			
<b>Performance Metric</b>	<b>2021-22 Targets (From LEA's 2021-22 CIP)</b>	<b>2022-23 (if available)</b>	<b>2023-24 Targets (LEA's Chosen Goals)</b>
Number of high school seniors who graduate with an associate's degree or a CTE certificate	11.00	181.00	<b>200.00</b>
Percent of students with learning plans created and reviewed in 8th grade	100.0%	100.0%	<b>100.0%</b>
Percent of high school seniors who completed the FAFSA or percent of high school seniors who applied to at least one post-secondary institution	70% or 90	80.0%	<b>90.0%</b>
<b>Section IV.B: Narrative on Measuring College and Career Advising and Mentoring Progress</b> Instructions: If you are choosing to use section IV.B to address the Section IV requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's college and career advising and mentoring goals and targets. Please note that your description must include at least one clear performance metric that is measurable, has a performance target / goal for 2022-23, and is distinctly <i>different</i> than those required in Section I, above.			
<b>NA</b>			



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**Section V: Report of Progress Narrative (required)**

Instructions: In the provided box, please address the progress your LEA made towards your 2021-2022 Performance Targets (as chosen for your 2021-2022 CIP and included in the sections above). We recommend your reflection include a) your successes in meeting performance targets; b) your areas of challenge (including those where previously set performance targets were not met); and c) any plans you have to build on your success and/or address challenges. You may expand the size of the box, if needed.

**See 2021-22 Yearly Action Plan July Update - We had 31 students complete their associates degrees before graduation. Additionally, we had 150 students receive their CTE diplomas/certificates. 100% of our students complete their learning plan during the eighth grade careers course. Normally we have almost 90% of our students either complete the FAFSA or at least one college application. However during the 21 – 22 school year, we had significant turnover in our college and career advising department and it took a while to get everybody trained and up to speed on the practices and procedures. Our goal is to be back up to 90% for the 22 – 23 school year.**

**Section VI: Notes (Optional space for contextual information about data and/or target-setting process)****NOTES:**

## Section VII: Staff Performance - Previous Year Results & Current Year Performance Targets

(Section VII is required; metrics should be aggregated by grade and subject, as appropriate)

**Important Note:** Data should only be provided in the 2021-22 RESULTS column for groups of teachers / staff of 5 or more who use the same assessment tool. If your teacher / staff group is fewer than 5, please enter "n size" in the 2021-22 RESULTS column.

**Instructions:** Identify the staff group using the Grade(s) and Subject(s) fields. Note that all staff in a group should use the same assessment tool, which you should identify. Provide the 2021-22 Performance Target for that group, as identified in your LEA's 2021-22 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2021-22 Results for the group (provided the group is 5+). Then use the far right column to set a 2022-23 Performance Target (goal) for the % of students in that group who will meet their target in the 2022-23 school.

Grade(s)	Subject(s)	Performance Metric	Assessment Tool	2021-22 Targets (From LEA's 2021-22 CIP)	2021-22 RESULTS	2022-23 Targets (LEA's Chosen Goals)
Kindergarten	Reading	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the IRI	IRI	68.0%	45.0%	68.0%
1st	Reading	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the IRI	IRI	65.0%	50.0%	61.0%
2nd	Reading	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the IRI	IRI	74.0%	66.0%	74.0%
3rd	Reading	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the IRI	IRI	76.0%	66.0%	76.0%
4th	ELA	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the ELA ISAT	ISAT	56.0%	41.0%	51.0%

4th	Math	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the Math ISAT	ISAT	55.0%	41.0%	51.0%
5th	ELA	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the ELA ISAT	ISAT	64.0%	48.0%	58.0%
5th	Math	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the Math ISAT	ISAT	50.0%	38.0%	51.0%
6th	ELA	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the ELA ISAT	ISAT	56.0%	49.0%	56.0%
6th	Math	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the Math ISAT	ISAT	44.0%	36.0%	45.0%
7th	ELA	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the ELA ISAT	ISAT	59.0%	52.0%	58%
7th	Math	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the Math ISAT	ISAT	45.0%	35.0%	42%
8th	ELA	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the ELA ISAT	ISAT	55.00%	51%	55%

8th	Math	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the Math ISAT	ISAT	45.00%	33%	40%
9th	ELA	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the ELA ISAT	ISAT	72.00%	62%	55%
9th	Math	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the Math ISAT	ISAT	42.00%	33%	35%
10th	ELA	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the ELA ISAT	ISAT	75.00%	74%	75%
10th	Math	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the Math ISAT	ISAT	35.00%	39%	42%
11th	ELA	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the ELA ISAT	ISAT	NA	NA	75%
11th	Math	% of students taught by staff in this grade that meet measurable student achievement targets or success indicators on the Math ISAT	ISAT	NA	NA	40%

## **Visions and Goals 2022-23**

### **Note from TFSD School Board meeting**

#### **Secondary Programs**

##### Major emphasis areas

- Critical Thinking training
- Collaboration with CSI on courses
- Building FFA programs at both schools
- ELA growth using Achieve 3000

##### Minor emphasis areas

- Continue work in Mathematics curriculum K-12
- CTE Program Extension/CSI collaboration
- Unpacking standards
- Readers for Life

#### **Elementary Programs**

##### Major Emphasis

- Staff Retention
- Dual Immersion
- Behavior/Wellness Training
- ELA development and continued growth
- Gifted/Talented Program

##### Minor Emphasis areas

- K-12 math task force

#### **Support Services**

##### Major Emphasis

- Contracted staff relationships/partnership–working together
- Joint venture with CSI for nursing assistance
- LRE
- Performance of SWD's
- Gifted/Talented Program

##### Minor emphasis area

- Staffing/retention
- Behavioral Programs
- IDEA/504 Compliance



## **Federal Programs**

### Major Emphasis

- Community Center
- Community Collaboration
- Migrant Summer School

## **Human Resources**

### Major Emphasis

- Increasing Classified Salaries
- Partnerships with colleges (BYU-I for student teachers)
- Creative Incentives (Housing, Child Care, etc...)
  - Sell the Community
  - Teach for America
  - Retired Grandparents as volunteers
  - Hire the retired for shorter days/periods
- Positive Discussions about Teaching as a profession
- Recruit and Retain

## **Operations**

### Major Emphasis

- Complete HVAC project
- Develop Plan to address custodial and food service staffing
- Reunification protocols
  - Parent backup plans

### Minor areas

- PR with transportation
- Parent info/notifications on cyber security
- Including parent and groups on small projects
- Explore options to accelerate building projects

## **Finance**

### Major Emphasis

- Responsible spending
- Prioritize spending locally
- Modernization
  - Hosted accounting software
  - Paperless

### Minor Emphasis

- Useful reports/easy to read and understand
- Training staff on systems/onboarding for users
- Fill accounting position

## **Public Relations**

### Major Emphasis

- Customer Service
- Community Engagement
- Events – Help clean up schools/ plant trees/ etc...
  - Opportunities
  - Community meetings
- Promotion of the TFSD
  - I chose TFSD
  - I chose “school name”
  - More individual school using social media
  - Training schools how to leverage social media

### Minor Emphasis

- Information on website on Behavior and academics
- Board Zone meetings–“Get to know your Board”

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 ID Code 74-206(1) subsections (b), & (d):

(b) to consider 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 is 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: None**