

**TWIN FALLS SCHOOL DISTRICT NO. 411
SCHOOL BOARD MEETING
HELD AT:
TWIN FALLS HIGH SCHOOL, FACULTY LOUNGE
1615 FILER AVE. EAST
TWIN FALLS, IDAHO 83301**

March 29, 2023

7:00 P.M.

AGENDA

MISSION

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

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. Board In-service

A. Building Board Reports

1. Ryan Nesmith, Twin Falls High School
2. Kasey Teske, Canyon Ridge High School
3. Mickey Combs Sawtooth Elementary School
4. Amy Kenyon, Harrison Elementary School
5. Tammy Rodabaugh, Perrine Elementary School

VI. Supplemental Levy Election County Canvassed Results Acknowledgement - **Action**

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

(b) to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student;
(d) to consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code;
and (f) to communicate with legal counsel for the public agency to discuss the legal ramifications of and legal options for pending litigation, or controversies not yet being litigated but imminently likely to be litigated.

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:

A. JUUL Lawsuit Settlement Agreement

VIII. Adjournment **Action**

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 Chelsea Popplewell 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
High School Board Report Form
2022-2023

School: Twin Falls High School

Idaho Standards Achievement Test - Spring 2022 Mathematics				Idaho Standards Achievement Test - Spring 2022 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
9th	40	33	33	9th	69	62	55
10th	50	39	33	10th	82	74	61

Idaho Standards Achievement Test - Spring 2022 Science			
	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
11th	53	43	39

1. Building Goals:

- Teachers will create their own cell phone classroom plan and will reflect once per quarter on what is working/needs improvement and share it with their administrator.
- Once per week, teachers will make one positive stakeholder contact and share with their administrator.

2. Growth Towards Goals:

- Each teacher completed the cell-phone policy reflection.
- The positive contacts have been a success again. We have had around 1,200 positive contacts to stakeholders at the end of the 3rd quarter. Parents and teachers have both commented on the goal that it has brought some great positivity once again.

3. Growth Indicators:

- Our 10th grade PSAT scores were above the national average for the first-time in a decade last year. This year our 10th grade students once again accomplished this.
- Our current 11th graders were 21 points above the state average in ELA for the spring of 2022. They had the 2nd highest ELA ISAT scores in the state among high schools. Their average score was a 2675. As 9th graders their average score was a 2641.
- Our current 10th graders were 14 points above the state average in ELA for the spring of 2022. Their average score as 8th graders was a 2598. Their average scores as 9th graders was a 2627.
- Our current 11th graders were 17 points above the state average in Math for the spring of 2022. Their average score was a 2610. As 9th graders, their average score was 2587.
- Our current 10th graders were 7 points above the state average in Math for the spring of 2022. Their average score was 2570. As 8th graders, their average score was 2550.
- Our current 12th grade class was 35 points above the national average on the SAT.

4. Instructional Focus/Priorities:

- This school year we had 14 new teachers. Our instructional coach worked diligently to acclimate them to our culture and expectations. They have done a fantastic job of coming in and continuing with the culture of high expectations and great work ethic. We are very appreciative that we were able to have both our Band Director and Choir Director full time at the high school. This has opened the door for more electives and interest in music for our students. We also implemented a mentor program within our own school for our new teachers, which we have received great feedback on and will try to continue moving forward.
- Each February we complete an annual practice for ISAT testing in ELA. We once again added the math portion to this practice. Our ELA and Math departments created google forms with answer keys that our students went over in each of their advisory classes.
- Purposeful professional development was one of our goals this year. During our collaboration Mondays, we adjusted our Best Practices format to break-out sessions where experts within our building led professional development. We also utilized Ted-Talks within our buildings, as well as encouraged our teachers to attend workshops to better their craft.

5. School Improvement Initiatives:

- We continued with our formal RTI team this school year. By the end of the 3rd quarter we were able to meet and discuss 30 students. The team evaluated each student and discussed grades, attendance, current programs in place for the students, and possible needs/interventions. Over the course of the school year we have had 13 new referrals for special education, and 20 new 504s.
- We continued to communicate our achievements with our stakeholders through our bimonthly newsletter.
- We increased our Student Council and brought back our House of Representatives. Our school spirit and attendance at activities have been greatly increased, with over 900 students attending our Homecoming Dance.

6. Interventions and Extensions:

- We offered both after school tutoring by our teachers 3 times/week as well as tutoring in the library by our National Honor Society students.
- We had 411 students take Dual Credit classes during the 2022-2023 spring semester.
- For the 2022-2023 school year we had 222 students take an Advanced Placement Course. That is 47 more than the previous year.

7. Leadership Premium Usage:

- RTI Team members, Schoology Lead, BLT Facilitators, Mileposts Lead, Read 180 Facilitator, After School Extra Help, Robotics, Website Manager, Grant Writer, STUCO Assistant, Unified Sports Advisor, Department Leaders.

8. Challenges:

- Student Mental Health
- Social Media
- Classroom Behavior
- Lots of New Staff

9. Bright Spots:

- 3 National Merit Finalists
- 6 District Team Championships, 14 Teams competing at State Tournaments
- Top 3 for IHSAA Schools of Excellence 11 years in a row

- State Championship in Girls Golf
- State Academic Championship in Girls Swimming
- Girls Soccer 2nd Place at State
- Boys Basketball Consolation Winner

**Twin Falls School District
Board Report Form
2022-2023**

School: Sawtooth Elementary

Idaho Standards Achievement Test (ISAT) Mathematics			
	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3rd 2021	52%	41%	48%
3rd 2022	69%	48%	51%
4th 2021	50%	40%	45%
4th 2022	58%	40%	49%
5th 2021	50%	38%	40%
5th 2022	45%	39%	43%

Idaho Standards Achievement Test (ISAT) Reading			
	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3rd 2021	53%	41%	48%
3rd 2022	57%	42%	49%
4th 2021	49%	41%	50%
4th 2022	60%	41%	52%
5th 2021	68%	52%	55%
5th 2022	51%	48%	57%

**Twin Falls School District
Board Report Form
2022-2023**

1. Building Goals

- The spring 2023 scores for each of the K-3 grade levels will reflect at least 80% of students scoring at proficient levels on the IRI.
- The percent of students scoring proficient or advanced on the ELA ISAT in each of the grades 3-5 will increase from 56.7% to 61.7% from spring 2022 to spring 2023.
- The percent of students scoring proficient or advanced on the Math ISAT in each of the grades 3-5 will increase from 58% to 63% from spring 2022 to spring 2023.
- The spring 2023 scores for Students with Disabilities in each of the K-3 grade levels will show 80% of students with 10 points growth and 30% of students who have progressed at least one level toward proficiency on the IRI.

2. Growth Towards Goals

- Kindergarten – On the winter (Feb. 2022) ISIP testing, Sawtooth kindergarten grew from 65% to 68% of the students in Proficiency Levels 3, 4, and 5. Students in Level 1 decreased from 14% to 7%.
- First Grade – On the winter (Feb. 2022) ISIP testing, Sawtooth first grade grew from 56% to 69% of the students in Proficiency Levels 3, 4, and 5. Students in Level 1 decreased from 25% to 17%.
- Second Grade – On the winter (Feb. 2022) ISIP testing, Sawtooth second grade grew from 62% to 66% of the students in Proficiency Levels 3, 4, and 5. Students in Level 1 decreased from 18% to 15%.
- Third Grade – On the winter (Feb. 2022) ISIP testing, Sawtooth third grade had a 1% decrease from 79% to 78% of the students in Proficiency Levels 3, 4, and 5. Level 1 students increased from 8% to 10%, but Level 2 students decreased from 13% to 10%.

**Twin Falls School District
Board Report Form
2022-2023**

5. Leadership Premium Usage

- Milepost Lead - Emily Stephens
- Student Pickleball - Deanna Carter, Darla Petersen
- Instructional Support/Coach - Rachael Simson
- Kindergarten Lead - Debbie Stanger
- 4th Grade Lead - Chelsea Kelly
- Response to Intervention Team

6. Challenges

- Excessive student absences and tardies
- Instructional gaps
- Challenging behaviors that impact the learning environment
- Staffing shortages for first half of the year
- Guest teachers in ERC program

7. Bright Spots

- Sawtooth has an entire staff of supportive, caring, and student-centered individuals who do all they can to support our students and each other.
- Addition of adaptive playground equipment will be happening this summer with outstanding parent and community support!
- Solid classroom core/intervention instruction with support from strong title 1 and special education programs.
- Outstanding Response to Intervention team who gives support and feedback to teachers. This team has also gone above and beyond this year as they have worked on and presented the Sawtooth Behavior Plan.
- Group of dedicated guest teachers who continue quality instruction during teacher absences.

**Twin Falls School District
Board Report Form
2022-2023**

School: Harrison

Idaho Standards Achievement Test (ISAT) Mathematics			
	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3rd 2021	34%	41%	48%
3rd 2022	39%	48%	51%
4th 2021	22%	40%	45%
4th 2022	30%	40%	49%
5th 2021	33%	38%	40%
5th 2022	42%	39%	43%

Idaho Standards Achievement Test (ISAT) Reading			
	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3rd 2021	38%	41%	48%
3rd 2022	35%	42%	49%
4th 2021	20%	41%	50%
4th 2022	32%	41%	52%
5th 2021	42%	52%	55%
5th 2022	36%	48%	57%

**Twin Falls School District
Board Report Form
2022-2023**

Idaho Reading Indicator-Longitudinal Data Percent of Students Proficient				
Grade	Administration	School	District	State
Kindergarten	Fall 2020	16%	41%	43%
	Spring 2021	35%	48%	61%
	Fall 2021	16%	33%	41%
	Spring 2022	13%	45%	65%
	Fall 2022	24%	47%	52%
1st Grade	Fall 2020	28%	35%	42%
	Spring 2021	48%	52%	60%
	Fall 2021	36%	34%	46%
	Spring 2022	44%	50%	64%
	Fall 2022	10%	40%	55%
2nd Grade	Fall 2020	44%	46%	54%
	Spring 2021	52%	62%	69%
	Fall 2021	46%	53%	57%
	Spring 2022	50%	66%	72%
	Fall 2022	26%	48%	57%
	Fall 2020	50%	56%	58%
	Spring 2021	59%	63%	70%

Twin Falls School District
Board Report Form
2022-2023

3rd Grade	Fall 2021	44%	55%	59%
	Spring 2022	55%	66%	72%
	Fall 2022	49%	57%	60%

**Twin Falls School District
Board Report Form
2022-2023**

1. Building Goals

- Based on Fall IRI scores, we will set a building SMART goal that reaches at least 60% on the Spring IRI assessment, with Istation.
- The number of students proficient on the Spring ISAT/SBAC will increase by at least 5%. 3rd grade students have never taken the ISAT before. We have a goal of 38%, because it is close to what has been reached in past years. 3rd grade goal for ELA: 38% 3rd grade goal for Math: 38% 4th grade students the goal for ELA is 38%- this is 5% more than last year, 33%. 4th grade students the goal for Math is 44%- This is 5% more than last year, 39% 5th grade students the goal for Math is 35%- this is 5% more than last year, 30%.

2. Growth Towards Goals

- Grade level teams meet monthly with administration, instructional coach, EL teacher, and the Special Education teacher to talk about instructional strategies, groups, behavior support, and interventions for students.
- Each grade level has been scheduling an ELA and Math ISAT interim assessment once per month. We use this data to help fill holes and guide instruction and to prepare students for the ISAT test.
- Time with Coach - We have provided all grade levels half a day, once each month with our instruction coach. This time is spent reviewing data, instructional strategies, classroom management practices, and any other questions or concerns brought up by classroom teachers.
- Side by Side Coaching
- DMTI Coaching

**Twin Falls School District
Board Report Form
2022-2023**

3. Growth Indicators

ISIP Data- Percentage Proficient and Advanced

	Fall 2022	Winter 2022
Kindergarten	28%	26%
1st Grade	18%	25%
2nd Grade	24%	30%
3rd Grade	50%	51%
4th Grade	25%	37%
5th Grade	45%	37%

4. Instructional Focus/Priorities

- a. Additional support and classroom management strategies to help with increased behavior needs.
- b. Continued focus in reading with an emphasis on targeting specific student needs
- c. Working closely with the Side by Side and DMTI consultants
- d. Looking closely at our core curricula to make sure it is targeting our standards - if not, working with instructional coach to fulfill those gaps

5. School Improvement Initiatives

- a. Working toward a school-wide behavior plan using the Foundations Framework
- b. Planned additional time into our Master Schedule for Morning Meeting and behavior and wellbeing
- c. Time with Coach - monthly half day teaming with instructional coach
- d. Side by Side Coaching/Teaming with grades levels
- e. Just in Time Literacy Training with Side by Side
- f. DMTI monthly coaching for teachers who are interested - multiple teachers took advantage of this opportunity

**Twin Falls School District
Board Report Form
2022-2023**

6. Intervention and Extensions

- Intervention groups are fluid and students can easily shift from group to group as they master skills or need additional practice in the same skill.
- Walk to intervention - All grades levels participate in walk to intervention. This allows teachers and paras to focus on specific skills and needs of students.
- After school tutoring/homework help in fifth grade.
- Title/EL/Special Education Intervention - focused intervention groups depending on student need - using SIPPS, Heggerty, Reading Mastery, and WonderWorks
- Additional SEL and Morning Meeting time added to our school Master Schedule to allow additional time to improve relationships and build rapport within the classroom.
- Additional social skills groups meet before school five days per week to help support students in need of friendship/social/behavioral skills.

7. Leadership Premium Usage

- a. After school tutoring
- b. EdHub Lead

8. Challenges

- a. Help with supporting students with higher social, emotional, and behavioral needs
- b. Parent support with students - although getting better
- c. Students beginning kindergarten with lower social/behavioral/emotional needs
- d. Closing the learning gap for those students who are below grade level - finding time and people to provide needed interventions
- e. Having bigger class sizes (in four grade levels) due to combined classes

Twin Falls School District
Board Report Form
2022-2023

9. Bright Spots

- Staff - helping out whenever and wherever needed
- Mentor teachers who are very supportive to new teachers
- Time with Coach - staff (even experienced teachers) have commented on how positive and helpful this experience has been.
- We have been working diligently to improve family and community involvement
 - in the past few months we have seen an increase in interest to volunteer
- Boys and Girls Events
 - Families have commented on how fun these events have been and enjoy spending time in the school
- Breakfast with Books
 - Monthly readers and mathematicians of the month - we have had more families come the last couple of months

**Twin Falls School District
Board Report Form
2022-2023**

School: IB Perrine

Idaho Standards Achievement Test (ISAT) Mathematics			
	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3rd 2021	24%	41%	48%
3rd 2022	40%	48%	51%
4th 2021	36%	40%	45%
4th 2022	23%	40%	49%
5th 2021	13%	38%	40%
5th 2022	32%	39%	43%

Idaho Standards Achievement Test (ISAT) Reading			
	Percent of Students that were Proficient and Advanced		
Grade	School	District	State
3rd 2021	22%	41%	48%
3rd 2022	37%	42%	49%
4th 2021	42%	41%	50%
4th 2022	23%	41%	52%
5th 2021	25%	52%	55%
5th 2022	41%	48%	57%

**Twin Falls School District
Board Report Form
2022-2023**

Idaho Reading Indicator-Longitudinal Data Percent of Students Proficient				
Grade	Administration	School	District	State
Kindergarten	Fall 2020	29.7%	41%	43%
	Spring 2021	34%	48%	61%
	Fall 2021	28%	33%	41%
	Spring 2022	31.2%	45%	65%
	Fall 2022	36%	47%	52%
1st Grade	Fall 2020	20.5	35%	42%
	Spring 2021	24%	52%	60%
	Fall 2021	14.5%	34%	46%
	Spring 2022	39%	50%	64%
	Fall 2022	24%	40%	55%
2nd Grade	Fall 2020	43.5%	46%	54%
	Spring 2021	58%	62%	69%
	Fall 2021	26.5%	53%	57%
	Spring 2022	34%	66%	72%
	Fall 2022	40%	48%	57%
3rd Grade	Fall 2020	39.5%	56%	58%
	Spring 2021	50%	63%	70%
	Fall 2021	44%	55%	59%
	Spring 2022	57.8%	66%	72%
	Fall 2022	37%	57%	60%

**Twin Falls School District
Board Report Form
2022-2023**

1. Building Goals

1. Seventy percent (70%) of students in grades kindergarten through grade 5 will demonstrate growth equal to, or exceeding, expected growth in overall reading, as measured by their fall (Aug/Sept) 2022 ISIP score compared to their spring (May) 2023 ISIP score. Fifty three percent (53%) of the students demonstrated growth equal to or exceeding expected growth in overall reading, as measured by their fall (Aug/Sept) 2021 ISIP score compared to their spring (May) 2022 ISIP score. (372 Students had both fall and spring scores.)
 - Istation subtest and SIPP's progress data - specific to intervention goals are reviewed once a month to inform student groupings and intervention plans.
 - Istation overall reading data, and cycle progression data are reviewed once a month to inform core reading instruction.
2. IB Perrine will reduce the number of level 3 and level 4 misbehaviors by 50% from a baseline of 280 incidences in 2021-2022 to 140 or less in 2022-2023.

2. Growth Towards Goals

Reading

Data from our Fall to February ISIPP reading assessments indicated that one-third of our students are making gains necessary to close the gap between current performance in reading and grade-level expectations. Another one-third are neither closing the gap nor getting further behind.

Behavior

Our number of reported level 3 and level 4 behaviors is nearly 50% higher than last year. This is due, in part, to an increased emphasis on reporting.

3. Growth Indicator

ISIP Data- Percentage Proficient and Advanced

	Fall 2022	Winter 2022
Kindergarten	36	50
1st Grade	24	29
2nd Grade	40	44
3rd Grade	37	44
4th Grade	38	39
5th Grade	56	58

4. Instructional Focus/Priorities

**Twin Falls School District
Board Report Form
2022-2023**

This year our instructional focus has been increasing the amount of instructional time students spend applying reading and language arts skills versus time spent practicing reading and language arts skills in isolation.

5. School Improvement Initiatives

Our school improvement initiatives have focused on creating a positive school culture, especially improving student behavior.

6. Intervention and Extensions

All students have 45 minutes per day of targeted intervention or extension. ISIPP data is used in conjunction with teacher observation, and classroom - based data to determine what reading skills will be targeted each cycle. Cycles last for about 10 school days.

7. Leadership Premium Usage

- District Grade-level Reps
- EdHub Lead
- Lighthouse Team Co-Leads

8. Challenges

Perception Survey Results

88% of our staff surveyed indicated that student misbehavior in classrooms (such as disruptions) make it difficult for students to learn at this school is a moderate or serious problem.

56% of our students surveyed indicated that student misbehavior in classrooms (such as disruptions) make it difficult for students to learn at this school is a moderate or serious problem.

73% of the staff surveyed indicated students hurting other students as a moderate to severe problem. This concern is also reflected in our office referral data, and accident reports. 63% of students indicated the same.

9. Bright Spots

- 89% of our parents surveyed report staff members are kind and supportive to students.
- 85% of our students surveyed report that adults encourage students to do their best.
- 87% of our parents surveyed report that students generally feel safe at our school.

**Twin Falls School District
Board Report Form
2022-2023**

- 99% of our parents surveyed report students are taught expectations for rules and behavior.
- 81% of our students surveyed report that adults have taught them the rules for their classroom.
- 86% of our parents surveyed report students are proud to be part of our school.

Our teachers are dedicated and continue to seek ways to reach more students where they are and to actualize greater growth. Perrine has 23 grade-level teachers. All of the following were multi-session courses of study spanning the school year.

- 100% invested in Kagan Structures targeting improved student engagement.
- 100% invested in Side-by-Side coaching targeting improvements in reading instruction.
- 43% engaged in new teacher training, targeting classroom management and the fundamentals of teaching. As the name suggests, this was mandatory training for teachers new to the profession.
- 83% voluntarily engaged in DMTI and/or Lesson Studies targeting improved math instruction.
- 17% voluntarily invested in Idaho Smart, targeting improvements in reading instruction.

We also have an eleven member Foundations Team working with the Safe and Civil Schools consultant. This team is leading efforts to establish and/or improve systems that support a safe, productive, and positive school culture.

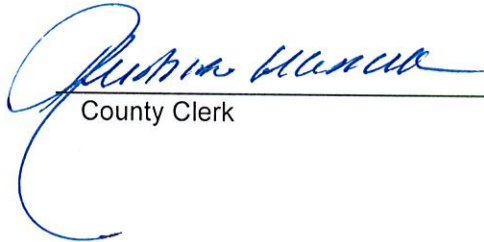
STATE OF IDAHO

COUNTY OF TWIN FALLS COUNTY

} ss.

I, Kristina Glascock, County Clerk of said county and state, do hereby certify that the attached is a full, true and complete copy of the abstract of votes for the candidates therein named and/or the questions as they appeared on the election ballot on March 14, 2023 for Twin Falls School District No. 411 Election as shown by the record of the Board of Canvassers filed in my office this 21st day of March, 2023.




County Clerk

(County Seal)

STATE OF IDAHO

COUNTY OF TWIN FALLS

} ss.

We, the commissioners of the county and state aforesaid, acting as a Board of Canvassers of Election, convened on March 21, 2023, do hereby state that the attached is a true and complete abstract of all votes cast within this county for the candidates and/or questions as they appeared at the election held on March 14, 2023, as shown by the records now on file in the County Clerk's office.



County Board of Canvassers

Attest:

County Clerk

**TWIN FALLS COUNTY RESULTS
MARCH 14, 2023 ELECTION**

	VOTING STATISTICS				
Precinct	Total Number of Registered Voters at Cutoff	Number Election Day Registrants	Total Number of Registered Voters	Number of Ballots Cast	% of Registered Voters That Voted
Castleford	566	14	580	226	39.0%
Hansen	886	0	886	73	8.2%
Murtaugh	10	0	10	1	10.0%
Twin Falls 1	1,006	1	1,007	48	4.8%
Twin Falls 2	942	1	943	39	4.1%
Twin Falls 3	904	0	904	76	8.4%
Twin Falls 4	876	0	876	69	7.9%
Twin Falls 5	880	1	881	110	12.5%
Twin Falls 6	1,126	5	1,131	125	11.1%
Twin Falls 7	967	1	968	63	6.5%
Twin Falls 8	995	2	997	111	11.1%
Twin Falls 9	1,063	3	1,066	85	8.0%
Twin Falls 10	1,054	2	1,056	84	8.0%
Twin Falls 11	1,162	0	1,162	109	9.4%
Twin Falls 12	951	1	952	104	10.9%
Twin Falls 13	1,203	3	1,206	69	5.7%
Twin Falls 14	1,300	3	1,303	86	6.6%
Twin Falls 15	607	0	607	24	4.0%
Twin Falls 16	1,049	3	1,052	60	5.7%
Twin Falls 17	1,046	2	1,048	50	4.8%
Twin Falls 18	1,094	1	1,095	80	7.3%
Twin Falls 19	1,163	3	1,166	106	9.1%
Twin Falls 20	1,480	10	1,490	130	8.7%
Twin Falls 21	887	0	887	46	5.2%
Twin Falls 22	749	2	751	73	9.7%
Twin Falls 23	297	0	297	15	5.1%
Twin Falls 24	1,379	4	1,383	149	10.8%
Twin Falls 25	800	0	800	61	7.6%
Twin Falls 26	1,005	0	1,005	68	6.8%
CO. TOTAL	27,447	62	27,509	2,340	8.5%

**TWIN FALLS COUNTY RESULTS
MARCH 14, 2023 ELECTION**

	BALLOT QUESTIONS							
	CASSIA JOINT SHOO DISTRICT NO. 151		CASTLEFORD JOINT SCHOOL DISTRICT NO. 417		HANSEN SCHOOL DISTRICT NO. 415		TWIN FALLS SCHOOL DISTRICT NO. 411	
Precinct	Plant facilities reserve fund levy in the amount of up to \$3,450,000		Issuing bonds in a principal amount not to exceed \$6,000,000		Supplemental Levy in the amount of \$290,000 per year for two years		Supplemental Levy in the amount of \$5,700,000 per year for two years	
	YES	NO	YES	NO	YES	NO	YES	NO
Castleford			131	95				
Hansen					55	18		
Murtaugh*	0	0						
Twin Falls 1							31	17
Twin Falls 2							24	15
Twin Falls 3							39	37
Twin Falls 4							49	20
Twin Falls 5							76	34
Twin Falls 6							75	50
Twin Falls 7							48	15
Twin Falls 8							63	48
Twin Falls 9							51	34
Twin Falls 10							64	20
Twin Falls 11							53	56
Twin Falls 12							76	28
Twin Falls 13							44	25
Twin Falls 14							48	38
Twin Falls 15							12	12
Twin Falls 16							39	21
Twin Falls 17							25	25
Twin Falls 18							53	27
Twin Falls 19							75	31
Twin Falls 20							95	35
Twin Falls 21							37	9
Twin Falls 22							52	21
Twin Falls 23							11	4
Twin Falls 24							122	27
Twin Falls 25							33	28
Twin Falls 26							36	32
CO. TOTAL	0	0	131	95	55	18	1,331	709

*In the interest in complying with Article VI, Section 1 of the Idaho Constitution, which guarantees every citizen a secret ballot, a single vote from Murtaugh was added to Cassia County's Parsons precinct results.

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 (f):

- (b) to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student;
- (d) to consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code; and
- (f) to communicate with legal counsel for the public agency to discuss the legal ramifications of and legal options for pending litigation, or controversies not yet being litigated but imminently likely to be litigated.