

**TWIN FALLS SCHOOL DISTRICT NO. 411
SCHOOL BOARD MEETING
HELD AT:
160 GOODING STREET WEST
TWIN FALLS, IDAHO 83301**

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

**January 24, 2024
5:00 P.M.**

AGENDA

Board Dinner Served at 4:45 p.m.

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/Deletions)**
- IV. Unscheduled Delegations (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 Certified Release of Contract
 - B. Approval of Certified Resignation
 - B. Approval of Certified Retirements
 - C. Approval of Extra-Curricular Supplemental Contract
 - D. Approval of Early Graduation Requests
- VI. Student Panel**
- VII. Elevate Academy Request for Authorization - (Action)**
- VIII. Elementary and Secondary Behavior Update - Peterson/Mason/Erickson**
- IX. District Office Structure – Dickinson**
- X. January Emergency Closures Approval - (Action)**
- XI. Action: Executive Session as per Idaho Code 74-206(1) Subsection (b) and (d)**
 - (b) To consider student discipline; and
 - (d) To consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code.

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.

- XII. Adjournment Action**

WORKING WITH YOUR SCHOOL BOARD

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

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

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

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

P 208.733.6900
F 208.733.6987
www.tfsd.org

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

Date: January 24, 2024

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

From: Chelsea Popplewell, Human Resources Manager

Re: Certified Release of Contract

The following certified employee has requested to be released from their contract for the 2023-2024 school year:

- Mary Kimberly Dahl, 4th Grade Teacher, Morningside Elementary School

The Human Resources Department recommends to the Superintendent and the Board of Trustees that we release this individual from their contract.



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Date: January 24, 2024

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

From: Chelsea Popplewell, Human Resources Manager

Re: Certified Resignation

The following certified employee has submitted their resignation letter resigning their position for the 2024-2025 school year:

- Mary Jo Gartner, Resource Teacher, O'Leary Middle School

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



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Date: January 24, 2024

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

From: Chelsea Popplewell, Human Resources Manager

Re: Certified Retirements – 2024-2025

The following certified employees have submitted their retirement letters resigning their positions for the 2024-2025 school year:

- Marla Erkins Goss, Librarian, Twin Falls High School
- Carmel Steffen, Resource Teacher, O'Leary Middle School

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



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Date: January 24, 2024

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

From: Chelsea Popplewell, Human Resources Manager

Re: Extra-Curricular Resignation

The following employee has submitted their resignation letter resigning their position for the 2024-2025 school year:

- Douglas Stewart, Head 8th Grade Football Coach, South Hills Middle School

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

Early Graduation Requests

Keeley Emberlin	TFHS
Thomas Atkin	TFHS

K-12 Behavior Update to BOE

January 2024



What data are we collecting as a District?

**“You can expect what you inspect” ~
W. Edwards Deming**

The Why

By tracking incidents in our schools we can determine if what we are doing is having a positive effect on reducing and correcting student behaviors.

Suspensions

Reported monthly to the board and at district administrative meetings. Prompts discussions on school wide behavior systems of support.



Level 1 and 2 Behaviors

Behaviors that are corrected in the classroom. Tracked to show patterns of behavior in a student across content or classes. Prompts parent contact.

Level 3 and 4 Behaviors

Behaviors that warrant an office referral. Increased severity of behaviors that prompt principals to become involved. Prompts parent and team involvement.

Elementary

Elementary	2018-19	2021-22	2022-23	2023-24	X2	23-24 SWD
Severity (unclassified)	206	18	8	0	0	0
Severity 1: Redirection	384	453	504	298	596	89
Severity 2: Correction	977	1425	1989	1152	2304	307
Classroom Managed Total	1361	1878	2493	1450	2900	14% (396)
Severity 3: Minor	1491	1291	2051	1110	2220	350
Severity 4: Major	600	587	663	391	782	180
Office Referral Total	2091	1878	2714	1501	3002	18% (530)

Elementary Current Top 5 Incident Types

1. Physical Altercation
2. Disruption/Disorderly Conduct
3. Incurrigible/In-Subordination/Non-Compliant
4. Abusive or inappropriate language

Additional Data Collected at Elementary

"You can expect what you inspect" ~ W. Edwards Deming

The Why

By paying attention to positive interactions and student engagement we can increase student participation and decrease classroom disruptions.



Time on Task

Protocol that gives us a snapshot in the classroom of how many students are engaged in the work.

Rates of Positive Interactions

Number of positive interactions in relation to corrections in the classroom.

Opportunities to Respond

Number of opportunities that students have to respond to their learning.

- Individually
- Chorally
- Group
- Volunteer

A Look at the Data

Time on Task

Goal: 90-100%

Current Reality

43%

36% reported in Spring 2023

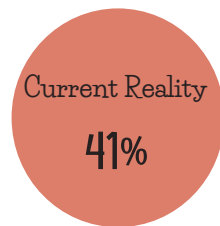


Ratio Positive Interactions

Goal: At least 3:1

Current Reality

41%

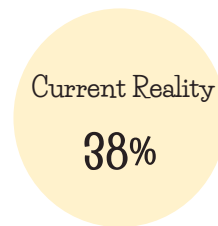


Rate of Improvement

Goal: 80% or above

Current Reality

38%



32% reported in Spring 2023



Middle School

Middle School	2018-19	2021-22	2022-23	2023-24	X2
Severity (unclassified)	423	10	7	7	14
Severity 1: Redirection	1266	2055	2170	1415	2830
Severity 2: Correction	1978	4581	4924	2275	4550
Classroom Managed Total	3244	6636	7094	3690	7380
Severity 3: Minor	1505	1299	1010	427	854
Severity 4: Major	774	562	563	209	418
Office Referral Total	2279	1861	1573	636	1272

Middle School Current Top 5 Incident Types

1. Disruption/Disorderly Conduct
2. Incurrigible/In-Subordination/Non-Compliant
3. Disrespect
4. Cell Phone infraction
5. Abusive or inappropriate language

Anecdotal Data Collected at the Middle Schools

**“You can expect what you inspect” ~
W. Edwards Deming**

Common Themes

- Student apathy and disrespect
- Healthy socialization
- Vaping
- Extreme behaviors

What are we doing?

- PBIS
- Common school policies and procedures
-



...

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High School

High School	2018-19	2021-22	2022-23	2023-24	X2
Severity (unclassified)	11	7	3	0	0
Severity 1: Redirection	158	9	54	33	66
Severity 2: Correction	64	35	64	32	64
Classroom Managed Total	222	44	118	65	130
Severity 3: Minor	1147	964	1170	430	860
Severity 4: Major	716	663	492	184	368
Office Referral Total	1863	1627	1662	614	1228

High School Current Top 5 Incident Types

1. Truancy
2. Alcohol, Tobacco, Drugs
3. Disrespect
4. Disruption/Disorderly Conduct
5. Incurrigible/Insubordination/Non-Compliant

Anecdotal Data Collected at the High Schools

**“You can expect what you inspect” ~
W. Edwards Deming**

Common Themes

...

...

What are we doing?

...

...



Additional Data Collected at Support Services?

**“You can expect what you inspect” ~
W. Edwards Deming**

The Why



Impact on the System

This is a systems change focus

Student Achievement

Research shows that effective systems of positive behavior supports have a positive effect on student achievement. When students feel supported and safe they tend to take more risks and persevere.



Culture

Having effective behavior supports in place improves the relationships and collaboration with parents, students, staff and community.



Morale

Giving teachers and staff the tools needed to support students and families who are struggling with behavior increases the likelihood of calm, safe classrooms where all can be successful.



Staffing Challenges

Recruiting and Hiring



Overview

Staffing continues to be a concern



District

Funding and support for adequate staffing



K-5

Recruiting and Retaining teachers who have classical background training



6-12

Recruiting and Retaining teachers who have classical background training



Support Services

Highly Qualified SPED Teachers Contracted Support

Moving Forward



District Approach to Systemic Behavior Change



1



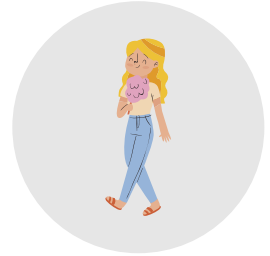
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5

Overview

K-12 Positive and Proactive Systems of Support

District

Develop and implement strategies to improve culture and climate in schools surrounding student behavior (K-12)

K-5

Create school wide behavior plans and clear tier II and tier III supports for students and educators.

6-12

Administration participating in proactive and positive approach to classroom management which will lead to teacher training in 24-25

Support Services

Layered Support Across Levels.

Building Capacity District Wide

District

Develop and implement strategies to improve culture and climate in schools surrounding student behavior (K-12)

Administration

Capacity to create positive, safe and productive school settings that guide teachers and students to be highly engaged in learning.

Students

All students are provided the tools to be more engaged and committed to improvement in order to excel.

Teachers

Build capacity within teachers to effectively manage student behavior and increase student motivation so they can focus on instruction and student success.

Instructional Coaches

Provide universal support for ALL teachers in the implementation of effective classroom management strategies and goals.



Professional Development

Job Embedded, Just in Time, Tiered Approach



Overview

K-12 Positive and Proactive Systems of Support



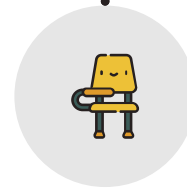
District

Support Staff and Students in Systemic Change



K-5

Administration, Coaches, Teachers and Parents



6-12

School Wide Systems, Classroom Approach



Support Services

Tier II and III Supports, Training, Collaboration

Elementary Behavior Work Group

Administration



Counselors



**Classroom
Teachers**



**Special
Education**



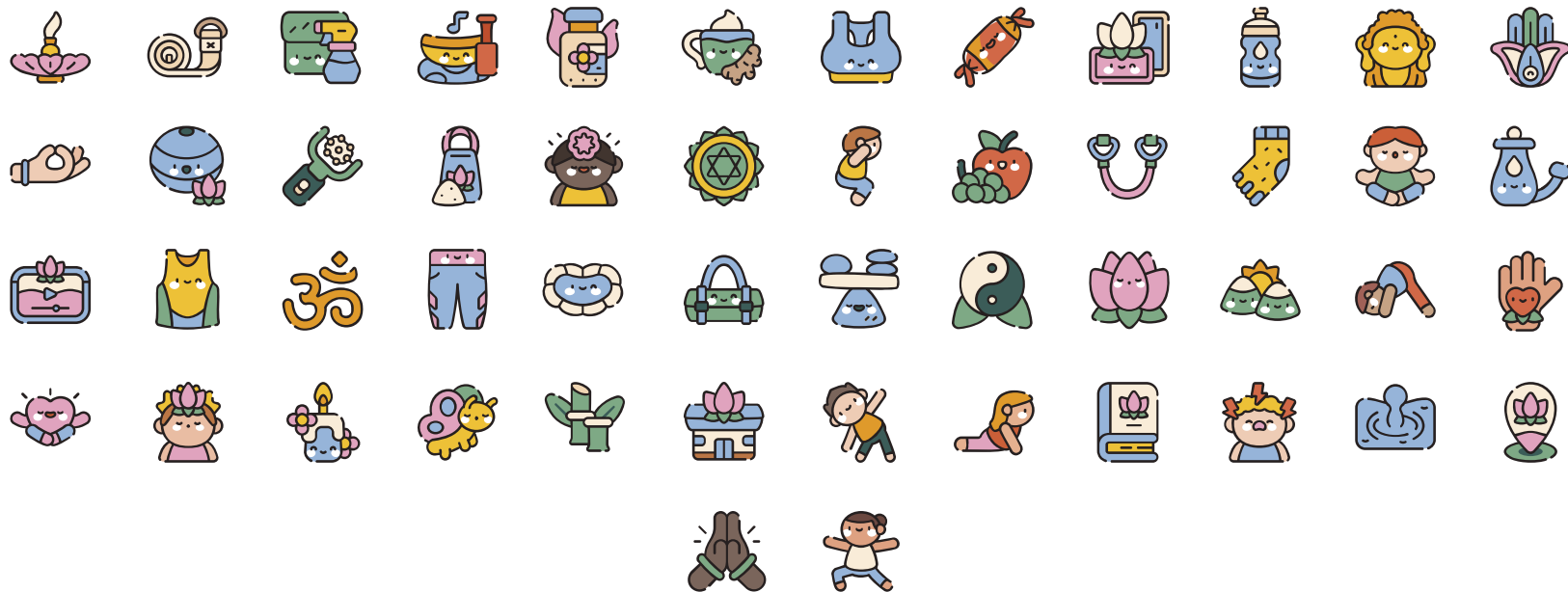
School Board



Questions



Yoga linear color icon pack



Education linear color icon pack



Superintendent			
All things Superintendent-Staffing, Community Relations, District Programs, Etc.			
Principals -Whole Group Leadership Development and Evaluation			
Associate Superintendent			
Federal Programs			
Principals (With Supt) -Whole Group Leadership Development and Evaluation			
K-12 Alignment: Academics, Student Programs, and Support Services			
K-12 Director of Academic Programs (Ms. Peterson)	K-12 Director of Assessment and Student Programs (Dr. Erickson)	K-12 Director of Support Services	Directors of: Finance, Public Relations, Human Resources, and Operations
Professional Development K-12 K-12 Content and Curriculum Elementary Academic Programs Middle Schools Academic Programs High School Academic Programs K-12 System of Behavior Supports	All things CTE Programs K-12 Assessment Coordinator K-12 Student Activities/Athletics Arts and Humanities Extended Educational/after-school programs Alternative Education Programs K-12 College and Career-Dual Credits, Post-secondary planning Dropout/Credit Recovery Drivers Education	All things Special Education, 504 Medicaid Counselors K-12 SPED Academic and Behavior Programs	All things Finance, Public Relations, Human Resources, and Operations
Principals-All things Curriculum, Instruction, and PD	Principals-All things related to assessment, CTE, and District Programs	Principals-All things SPED	Principals-All things by department
Grade Level Leads/Department Heads/Instructional Coaches	CTE Leads/Committee Activities Directors	Consulting Teachers, Nurses, Social Workers, SLPS, School Psychs	IT, Maintenance, Food Service, HR, Transportation, Bookkeepers, Etc.
Administrative Assistant	Administrative Assistant	Administrative Assistant	Admin Assistants as Assigned

Protocol (Academic or Building Issues): Lowest level, Building Principal, Associate Superintendent, Superintendent, Board

Protocol Activities/Athletics: Coach, AD, Building Principal, K-12 Director of Programs, Superintendent, Board

Certificate of Emergency Closure

To be submitted within 3 school days of the closure.

Twin Falls District

411

01/12/24

Date(s) of Closure:

*Complete all tan cells

Step 1 of 4: Complete the Table

Please align your closure information listed below as best you can with your instructional hours calendars submitted to the SDE at the beginning of the school year.

For example: if your grades 1-5 were put on one calendar, they should be reflected as such below.

Follow the instructions listed above each column in the table below.

Idaho Code References 33-1003A & 33-512

Select from the dropdown options. If you select "Other", please use the comment box on the right to describe.		List the Building Numbers Affected by the revision. If it is a district wide revision, you can enter "ALL". Or if the revision applies to most buildings, you can enter "ALL EXCEPT" and list the exceptions.	List the Grades Affected by the closure. If this applies to all grades, enter "ALL"	Select from the dropdown options.	IMPORTANT: Only complete the Hours and Minutes fields if it is a Partial Day closure. This should reflect time missed, NOT time in session.		This will automatically calculate from your hours and minutes entered. If you had a full or half day closure, this will remain at 0.000	Comments (optional)	
Date of Closure	Cause of Closure	Building Numbers Affected	Grades Served	Type of Closure	Hours Per Day	Minutes Per Day	Decimal Equivalent		
Jan 30-31	Facility Failure	100, 101, 102	ALL	Full Day			0.000		*Example
Jan 30-31	Facility Failure	100, 101, 102	1 - 5	Partial Day	2	15	2.250		*Example
1/12/2024	Weather	ALL	ALL	Full Day	0	0	0.000		
					0	0	0.000		
					0	0	0.000		
					0	0	0.000		
					0	0	0.000		
					0	0	0.000		
					0	0	0.000		
					0	0	0.000		
					0	0	0.000		
					0	0	0.000		

Step 2 of 4: Adjust your ISEE Calendars

Update your Student Information System (SIS) to identify the day(s) reported above as Emergency Closures.

Do not delete days that become Emergency Closures from your SIS.

Step 3 of 4: Certify the Closure

In compliance with I.C. 33-1003A, certify the cause and duration of each incident of emergency school closure.

To enter signature, double click in the signature box below and follow 3 pop ups. Enter the Superintendent's signature in the first pop up, click "Yes" on

Please do not complete the signature until the document is final - it will lock your editing ability once signed.

I certify that this information is accurate. If requested, I will provide the detail to document the reported information.

X 

Superintendent's Signature

Step 4 of 4: Submit This Form and Follow Up with School Board Minutes

Immediately submit this completed form to Dean Reich at dreich@sde.idaho.gov

Please keep this form in Excel format.

After your board approves the closure, please submit a copy of the board minutes approving the closure.

Be sure the minutes detail the date, duration, and reason for the closure(s) included above.

Certificate of Emergency Closure
2023-2024 School Year

Questions? Contact:
Dean Reich 208-332-6983 dreich@sde.idaho.gov
Morgan Phillips 208-332-6840 mphillips@sde.idaho.gov

Certificate of Emergency Closure

To be submitted within 3 school days of the closure.

Twin Falls District

411

01/15/24

Date(s) of Closure:

^aComplete all tan cells

Step 1 of 4: Complete the Table

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					0	0	0.000		
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01/17/24

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					0	0	0.000		
					0	0	0.000		
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Morgan Phillips 208-332-6840 mphilips@sde.idaho.gov

Motion to go into executive session:

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

Action Executive Session as per Idaho Code 74-206(1) Subsection (b) and (d)
(b) To consider the disciplining of public school students; and
(d) To consider records that are exempt from disclosure as provided in chapter 1, title 74, Idaho Code.