

TWIN FALLS SCHOOL DISTRICT NO. 411
SCHOOL BOARD MEETING

HELD AT:
CANYON RIDGE HIGH SCHOOL BOARD ROOM
300 NORTH COLLEGE ROAD SUITE #301
TWIN FALLS, IDAHO 83301

May 13, 2019
7:00 P.M.

AGENDA

- I. Call to Order
- 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)
- V. Consent Calendar
 - A. Approval of Minutes from the April 8, 9, and April 24, 2019 meetings
 - B. Approval of Board Financial Report
 - C. Approval of Building Financial Report
 - D. Approval of Accounts Payable and Payroll
 - E. Approval of Monthly Long Term Suspension Report
 - F. Approval of Contracts for Private Service Providers (PSP)/Consultants/Other
 - G. Approval of New Certified Employees
 - H. Approval of Certified Retirement
 - I. Approval of Certified Personnel Resignations
 - J. Approval of New Classified Employees
 - K. Approval of Classified Leave of Absence
 - L. Approval of Classified Resignations
 - M. Approval of Extra-Curricular Employees
 - N. Approval of Extra-Curricular Resignations
 - O. Approval of Student Teacher Request/Administrative Internship
 - P. Approval of Extended/Out-of-State Travel Request
 - Q. Approval of Alternative Authorization
- VI. Superintendent's Report
 - A/B. Certified Employee of the Month—Twin Falls High School and Canyon Ridge High School
 - C/D. Classified Employee of the Month—Twin Falls High School and Canyon Ridge High School
 - E. Naming of Robert Stuart Middle School Courts Proposal - Katie Kauffman
 - F. Twin Falls Education Foundation Update and Introduction of New Executive Director
- VII. Instruction
 - A. Information Items: (None)
 - B. Action Items:
 - 1. Collaboration Monday (Early Release) Committee Recommendation
 - 2. Art and Science of Military Leadership Course Proposal
- VIII. Budget and Finance
 - A. Information Items:
 - 1. 2019-2020 Preliminary Budget Presentation
 - 2. Resolution for ADA Adjustment Request
 - 3. Purchase of Land for Future School
 - 4. Bid Proposals for Robert Stuart Middle School Track and District Office Parking Lot
 - B. Action Items:
 - 1. Resolution for ADA Adjustment Request
 - 2. Purchase of Land for Future School
 - 3. Bid Proposals for Robert Stuart Middle School Track and District Office Parking Lot
- IX. Personnel
 - A. Information Items:
 - 1. Annual Policy Review of Policies – Committee Recommendations
 - 2. Policy Revision Recommendations
 - 3. 2018 Special Education Manual
 - B. Action Items:

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 Sonia DeLeon at 733-6900.

1. Policy Revision Recommendations 2nd Reading

X. Board Goals

- A. Information Items: (None)
- B. Action Items: (None)

XI. Future Agenda Items

- A. May 15th Retiree Reception 4:00 – 5:00 p.m. @ County West Bldg., Suite 1600
- B. July 11th ISBA Summer Leadership Institute (SLI) – 9:00 – 1:00 @ CRHS #301, Twin Falls
- C. Next Board Worksession July 17, 2019 – Draft Agenda Discussion
- D. Graduations: CRHS - May 20th; TFHS – May 21st; MVHS – May 22nd, at 7:00 p.m.

XII. Executive Session as per ID Code 74-206(1) subsections (b) & (j):

- (b) to consider student discipline; superintendent evaluation; and
- (j) to consider labor contract matters.

Action Items in open session:

- (1) Student discipline action;
- (2) Superintendent contract discussion and action.

XIII. Adjournment

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 PUBLIC SCHOOLS

School District No. 411

201 MAIN AVENUE WEST

TWIN FALLS, IDAHO
83301
(208) 733-6900

April 8, 2019
7:00 p.m.

- I. Call to Order - The Board of Trustees of School District 411, Twin Falls County, State of Idaho, met in its regular monthly meeting at Canyon Ridge High School boardroom #301, located at 300 North College Road, Twin Falls, Idaho, at the hour of 7:00 p.m., on Monday, April 8, 2019. The following trustees were present: Chairman Bernie Jansen, Vice Chairman Matsuoka, and trustees: Mary Barron, and Todd Hubbard. There were also present Superintendent, Brady Dickinson; Associate Superintendent, Bill Brulotte; Board Clerk, Michelle Lucas; as well as directors, interested patrons, employees, and the media. Trustee Paul McClintock was unable to attend.
- II. Pledge of Allegiance - The Board of Trustees stood and recited the Pledge of Allegiance.
- III. Procedural Matters Action Items
 - 1. Approval of Agenda (Additions and Deletions) –Chairman Jansen asked if there were any additions or deletions to the agenda. There was none. Trustee Hubbard moved to approve the agenda as submitted. Trustee Barron seconded the motion. The motion passed unanimously.
- IV. Unscheduled Delegations (Audience to Address the Board) – Chairman Jansen asked if there was anyone wishing to address the Board. There was none.
- V. Consent Calendar – Trustee Barron moved to approve the consent calendar which included: minutes from March 11, and 20, 2019 meetings; board financial reports; building financial reports; accounts payables and payroll; long-term suspensions list; contracts for private service providers/consultants/other: Education Northwest, The Write Tools Instructional Training, I-Station, and Houghton Mifflin Harcourt.; certified retirement Laura Corder; new certified employees: Nicole Mix, Kara Wheeler, Shelby Densley, and Susanna Terry; certified resignations from Sean Spagnolo, Janneece Sailors, Kimberly Meuchel, and Katrina Nielsen; new classified employees: Cecilee Tureman, Pamela Christiansen, Cyndia Leon, and Mikhael Presher; in district transfers for Rebecca Austin, Rachel Jensen, and Marilu Brewster; classified retirement: JoAnn Gemar; classified resignations from Kimberly McClure, Cody Smith, Kiauna Huber, Latham Clayton, Keira Newby, and Dylan Huffaker; new extra-curricular employees: Nolan Amundson, Gene Voss, Jessica Campbell, Stefani Zimmerman, Victoria Watkins, Kiauna Huber; extra-curricular resignations from Amanda Alger, Jeremy Belliston, Dylan

Huffaker, Shaun Walker, Brittney Chandler, Savana Horrocks, Sheli Hulet, Kimberly Ruiz, Tim Stadelmeir, Sean Spagnolo (Head wrestling, assistant football and district math department head); current temporary employee list; current active guest teacher list; extended/out of state travel requests from Twin Falls High School and Robert Stuart Middle School; request for use of football gear for Canyon Ridge High School and Twin Falls High School summer football camps; and request for disposal of district property valued less than \$500 (25 student desks). The motion was seconded by Trustee Hubbard. Motion passed unanimously.

VI. Superintendent's Report

- A. Superintendent Dickinson announced the certified employee of the month from O'Leary Middle School for the month of April as Debbie Mason, science teacher. Superintendent Dickinson read a brief resume' and gave a gift, plaque, and a gift certificate for Janitzio's Mexican Restaurant to Ms. Mason. Ms. Mason thanked the board for the honor.
- B. Superintendent Dickinson announced the classified employee of the month from O'Leary Middle School as Tom Thompson, head custodian. Superintendent Dickinson read a brief resume' and gave a gift, plaque, and a gift certificate for Janitzio's Mexican Restaurant to Mr. Thompson. Mr. Thompson thanked the board for the honor.

VII. Instruction A. Information Items:

- 1. Director of Secondary Programs, L.T. Erickson, Language Arts Teacher, Matt Coleman, Army National Guard Major, Shawn Edwards and Master Sergeant, Steven Stephens shared a proposal for a National Guard Pilot Program, Art and Science of Military Leadership course at Twin Falls High School. This program is successful in other districts such as Mountain Home. Teacher, Matt Coleman would be the teacher of record. This would be a no-cost program for Twin Falls High School and would concentrate on promoting development of core abilities: capacity for lifelong learning, communication, responsibility for actions, and choices, good citizenship, respectful treatment of others and critical thinking techniques. The proposal is to start this course at Twin Falls High School, and if successful, take to Canyon Ridge High School, then expand to leadership two and three courses at both schools over time. Dr. Erickson, Mr. Coleman, Major Edwards and Master Sergeant Stephens stood for questions. This item returns for board action May 13, 2019.
- 2. Collaboration Monday Committee members: Associate Superintendent, Bill Brulotte (co-chair); Technology Teacher, Annette McFalin (co-chair); South Hills Middle School Principal, Ryan Ellsworth, and Harrison 3rd Grade Teacher, Tana Schroeder presented a proposal to have an early release of one hour on Mondays at all schools for the 2019-2020 school year. Current secondary late-starts will discontinue and go to early release Mondays. This will give valuable collaboration time to help improve instruction to meet the needs of every student and not add more to a teacher's plate. Parents would pick-up or students would ride the bus as usual, just one hour early on Mondays, no activities would be scheduled on Mondays until after the contracted day, and elementary schools

instructional time would be increased ten (10) minutes the other four days of the week. The community presentation is scheduled for May 2nd at 7:00 p.m. at O'Leary Auditorium. Committee members will also present this proposal to each buildings faculty, and present at negotiations. The Committee will return to the Board with a final proposal based on the information they garner on May 13, 2019.

VII. Instruction B. Action Items: None

VIII. Budget & Finance A. Information Items:

1. Director of Fiscal Affairs, Bob Seaman shared enrollment projections and expected staffing needs for the 2019-2020 school year. Mr. Seaman explained how the state currently funds districts based on average daily attendance instead of the proposed student enrollment model. He also shared a historic look at grade level population and support units received. During the 2018-2019 school year the district received funds for and adjusted 461.45 units. The district is projecting very little, to no increase in student population for 2019-2020 school year. The district doesn't plan to hire additional teachers at this time, the district administration team will look at the student numbers to determine where staffing may need moved or absorbed with teachers retiring.
2. The Board reviewed the 2019 Supplemental Levy Election results as canvassed by the Twin Falls County Commissioners. The County Clerk, Kristina Glasscock certified the election results with 1,262 (62.41%) votes in favor and 760 (37.59%) votes against; total votes at 2,022. Clerk of the Board, Michelle Lucas issued a certificate of election stating the same.
3. Director of Educational Technology and Operations, Ryan Bowman shared background information on the need for telephone system equipment, licenses, and phones for the remaining nine schools that don't already have new phones. VLCM came in with the lowest qualifying bid in the amount of \$120,012.57 of which administration recommends approval.

VIII. Budget & Finance B. Action Items:

1. Vice Chairman Matsuoka moved to set the 2019-2020 Budget Hearing for June 10, 2019 at 7:10 p.m. Trustee Hubbard seconded the motion. Motion passed unanimously.
2. Trustee Hubbard moved to set the 2018-2019 Amended Budget Hearing for 7:15 p.m. Trustee Barron seconded the motion. Motion passed unanimously.
3. With no other discussion, Vice Chairman Matsuoka moved to accept the Twin Falls County canvassed election results and Certificate of Election by the Clerk of the Board as submitted. Trustee Barron seconded the motion. Motion passed unanimously.
4. After a brief discussion, Vice Chairman Matsuoka moved to accept the bid proposal as outlined in the recommendation letter by Technology Coordinator, Brett Keller in the

amount of \$120,012.57. Trustee Barron seconded the motion. Motion passed unanimously.

IX. Personnel A. Information Items:

1. Community Relations Director, Eva Craner shared revision recommendations to policies/procedures: 2700, 2700P, 1313, 1500, 1525, 3530, 7235F2, 7235PF1, 7235PF2, 7237, 7320P1, 7400P2, 7400P3, 7450, and 7450P2. These policies and procedures will return next month for board action.

IX. Personnel B. Action Items: None

X. Board Goals A. Information Items:

1. The Board discussed Community Partner in Education nomination suggestions. In order to keep it a secret and surprise recipients with recognition at the high school graduation ceremonies the Board asked administration to make the final choice.

X. Board Goals B. Action Items: None

XI. Future Agenda Items:

- A. Superintendent Dickinson informed the Board that at the April 24, 2019 board meeting Principal of Harrison Elementary School, Melissa Ardito; Principal of Perrine Elementary School, Tammy Rodabaugh; Principal of Sawtooth Elementary School, Mickey Combs; Principal of Twin Falls High School, Dan Vogt; and Principal of Canyon Ridge High School, Kasey Teske will be in attendance to update the board on their building goals.
- B. Superintendent Dickinson reminded the Board that the retiree reception will be May 15, 2019 from 4:00 p.m. to 5:00 p.m. at the Twin Falls County Building, Suite 1600, located at 630 Addison Avenue West, Twin Falls.

XII. Executive Session

Since there was no other business to come before the Board, Trustee Hubbard moved that the Board retire into executive session after a five-minute break as per Idaho Code 74-206(1) subsections (b) to consider student discipline; to conduct superintendent evaluation, and to consider certified employee probation/decision. Vice Chairman Matsuoka seconded the motion. Chairman Jansen asked the Clerk Michelle Lucas to poll the board.

Roll call vote was as follows:

Chairman Bernie Jansen - Yes

Vice Chairman Bryan Matsuoka - Yes

Trustee Paul McClintock – Absent

Trustee Mary Barron – Yes

Trustee Todd Hubbard – Yes

Motion carried. The Board convened into executive session at 8:36 p.m.

With the door open, Vice Chairman Matsuoka moved to return to open session. Trustee Barron seconded the motion. Motion passed unanimously. The time was 9:30 p.m.

Trustee Hubbard moved to uphold the hearing officer's recommendation to expel one (1) student from school for an indefinite period of time; and that this student be expelled from school as defined in Idaho Code 33-205 and that this student be placed under the purview of the Juvenile Correction Act, Idaho Code 20-510 and 20-511. Trustee Barron seconded the motion and was passed unanimously.

After considering the probationary process, Trustee Hubbard moved to accept the resignation from Employee "A" and approve the reassignment of said employee as recommended by administration. Vice Chairman Matsuoka seconded the motion. Motion passed unanimously.

Vice Chairman Matsuoka moved to adjourn. Trustee Barron seconded the motion. Motion carried. The time was 9:31 p.m.

Chairman Bernie Jansen

ATTEST:

Clerk Michelle Lucas

TWIN FALLS PUBLIC SCHOOLS
School District No. 411

201 MAIN AVENUE WEST
TWIN FALLS, IDAHO 83301
(208) 733-6900

Executive Session
April 8, 2019
8:36 p.m.

The Board of Trustees of Twin Falls School District #411 met in executive session on Monday, April 8, 2019, at 8:36 p.m., at Canyon Ridge High School boardroom #301 located at 300 North College Road, Twin Falls, Idaho. Chairman Bernie Jansen conducted the meeting. Vice Chairman Bryan Matsuoka; Trustees Mary Barron, and Todd Hubbard along with Superintendent Brady Dickinson; Associate Superintendent, Bill Brulotte; Board Clerk Michelle Lucas; and Director of Human Resource Shannon Swafford were in attendance. Trustee Paul McClintock was unable to attend.

Since there was no other business to come before the Board, Trustee Hubbard moved that the Board retire into executive session after a five-minute break as per Idaho Code 74-206(1) subsections (b) to consider student discipline; to conduct superintendent evaluation, and to consider certified employee probation/decision. Vice Chairman Matsuoka seconded the motion. Chairman Jansen asked the Clerk Michelle Lucas to poll the board.

Roll call vote was as follows: Chairman Bernie Jansen – Yes; Vice Chairman Bryan Matsuoka – Yes; Trustee Paul McClintock – Absent; Trustee Mary Barron – Yes; Trustee Todd Hubbard – Yes. Motion carried. The Board convened into executive session at 8:36 p.m.

With the door open, Vice Chairman Matsuoka moved to return to open session. Trustee Barron seconded the motion. Motion passed unanimously. The time was 9:30 p.m.

Trustee Hubbard moved to uphold the hearing officer's recommendation to expel one (1) student from school for an indefinite period of time; and that this student be expelled from school as defined in Idaho Code 33-205 and that this student be placed under the purview of the Juvenile Correction Act, Idaho Code 20-510 and 20-511. Trustee Barron seconded the motion and was passed unanimously.

After considering the probationary process, Trustee Hubbard moved to accept the resignation from Employee "A" and approve the reassignment of said employee as recommended by administration. Vice Chairman Matsuoka seconded the motion. Motion passed unanimously.

Vice Chairman Matsuoka moved to adjourn. Trustee Barron seconded the motion. Motion carried. The time was 9:31 p.m.

ATTEST:

Chairman Bernie Jansen

Clerk Michelle Lucas

TWIN FALLS PUBLIC SCHOOLS
School District No. 411

201 MAIN AVENUE WEST
TWIN FALLS, IDAHO
83301
(208) 733-6900

April 9, 2019

I. **Call to Order** - The Board of Trustees of Twin Falls School District #411 met in special executive session on Tuesday, April 9, 2019, at 10:00 a.m., at Twin Falls School District Office, Boardroom, located at 201 Main Avenue West, Twin Falls, Idaho. Chairman Bernie Jansen conducted the meeting. Vice Chairman Bryan Matsuoka (via telephone); Trustees Mary Barron (via telephone), and Todd Hubbard along with Superintendent Brady Dickinson; Associate Superintendent, Bill Brulotte; Board Clerk Michelle Lucas; Director of Elementary Programs, Teresa Jones; Director of Secondary Programs, L.T. Erickson; Director of Operations, Ryan Bowman; Director of Fiscal Affairs, Bob Seaman; Director of Community Relations, Eva Craner; and Director of Human Resource Shannon Swafford were in attendance. Trustee Paul McClinton was unable to attend.

II. **Procedural Matters Action Items**

1. Approval of Agenda: Trustee Hubbard moved to approve the agenda as submitted. Trustee Barron seconded the motion. The motion passed unanimously.

III. **Executive Session**

Trustee Hubbard moved that the Board retire into executive session pursuant to Idaho Code 74-206(1) subsection (j) to consider labor contract matters authorized under section 74-206 (1)(a) and (b), Idaho Code. Trustee Barron seconded the motion. Chairman Jansen asked the Clerk Michelle Lucas to poll the board. Roll call vote was as follows: Chairman Bernie Jansen – Yes; Vice Chairman Matsuoka – Yes; Trustee Mary Barron – Yes; Trustee Todd Hubbard – Yes, motion carried. The Board convened into executive session at 10:01 a.m.

With the doors open, Vice Chairman Matsuoka moved to return to open session and to adjourn. Trustee Hubbard seconded the motion. Motion passed unanimously. The time was 12:27 p.m.

ATTEST:

Chairman Bernie Jansen

Clerk Michelle Lucas

TWIN FALLS PUBLIC SCHOOLS
School District No. 411

201 MAIN AVENUE WEST
TWIN FALLS, IDAHO 83301

(208) 733-6900

Executive Session

April 9, 2019

10:01 a.m.

The Board of Trustees of Twin Falls School District #411 met in executive session on Tuesday, April 9, 2019, at 10:01 a.m., at Twin Falls School District Office, Boardroom, located at 201 Main Avenue West, Twin Falls, Idaho. Chairman Bernie Jansen conducted the meeting. Vice Chairman Bryan Matsuoka (via telephone); Trustees Mary Barron (via telephone), and Todd Hubbard along with Superintendent Brady Dickinson; Associate Superintendent, Bill Brulotte; Board Clerk Michelle Lucas; Director of Elementary Programs, Teresa Jones; Director of Secondary Programs, L.T. Erickson; Director of Operations, Ryan Bowman; Director of Fiscal Affairs, Bob Seaman; Director of Community Relations, Eva Craner; and Director of Human Resource Shannon Swafford were in attendance. Trustee Paul McClinton was unable to attend.

Trustee Hubbard moved that the Board retire into executive session pursuant to Idaho Code 74-206(1) subsection (j) to consider labor contract matters authorized under section 74-206 (1)(a) and (b), Idaho Code. Trustee Barron seconded the motion. Chairman Jansen asked the Clerk Michelle Lucas to poll the board. Roll call vote was as follows: Chairman Bernie Jansen – Yes; Vice Chairman Matsuoka – Yes; Trustee Mary Barron – Yes; Trustee Todd Hubbard – Yes, motion carried. The Board convened into executive session at 10:01 a.m.

With the doors open, Vice Chairman Matsuoka moved to return to open session and to adjourn. Trustee Hubbard seconded the motion. Motion passed unanimously. The time was 12:27 p.m.

ATTEST:

Chairman Bernie Jansen

Clerk Michelle Lucas

TWIN FALLS PUBLIC SCHOOLS

School District No. 411

201 MAIN AVENUE WEST

TWIN FALLS, IDAHO
83301
(208) 733-6900April 24, 2019
7:00 p.m.

- I. Call to Order - The Board of Trustees of School District No. 411, Twin Falls County, State of Idaho, met in its regular monthly meeting at Harrison Elementary School in the library located at 600 Harrison Street, Twin Falls, Idaho, at the hour of 7:00 p.m., on Wednesday, April 24, 2019. The following trustees were present: Chairman Bernie Jansen, Trustees Paul McClintock, Mary Barron, and Todd Hubbard. There were also present Superintendent, Brady Dickinson; Associate Superintendent, Bill Brulotte; Board Clerk, Michelle Lucas; as well as directors, interested patrons, and employees. Vice Chairman Bryan Matsuoka was on the phone.
- II. Pledge of Allegiance - The Board of Trustees stood and recited the Pledge of Allegiance.
- III. Procedural Matters Action Items:
 - 1. Approval of Agenda (Additions and Deletions) – Chairman Jansen asked if there were any additions or deletions to the agenda. Due to the short notice of one out-of-state travel request that has a trip taking place before the next board meeting there is a need to add one travel request to item J. in the consent calendar. Vice Chairman Matsuoka moved to approve the agenda as amended. Trustee Barron seconded the motion. The motion passed unanimously.
- IV. Consent Calendar - Trustee Hubbard moved to approve the consent calendar, which included: new certified employees: Justin Lineberry, Stacey Swafford, and Danyell Alger; certified retirements from Darlene Eslinger, Mary Fraley, Mark Schaal, and Steve Davis; certified resignations from Heather Francis, Athena Hildreth, Selena Puente, Selena Puente, Stephanie Pond (half her position at CRHS), Ange Henning, and Daniel Gardner; classified retirements from Penny Newbry and Kristine Guiles; classified in-district transfers for Kristie Corujo, Jessica River Ilic, Alisa Radmall, and Kristin Stone; classified resignations from Amy Malberg, Spencer Uhl, and Alexis Boyle; new extra-curricular employees: Kellie Stanton, Annette Brown, Anza Fullmer, and Amber Bryan; extra-curricular resignations for the 2019-2020 school year: Bayley Beard, Katie Hammer, Stephen Rahe, Natalie Free, Mikayla Worley, Aimee Smith, and Latham Clayton; student teacher requests for Leigh-Ann Hamman as 3rd grade teacher with Samantha Fritz at Lincoln Elementary and Karen Hamilton as biology teacher with BJ Price at Twin Falls High School; extended/out-of-state travel requests for Twin Falls High School choir and all secondary schools combined band orchestra. Trustee McClintock seconded the motion. Motion passed unanimously.

V. Board In-Service A. Reports on Building Goals

1. Principal of Harrison Elementary School, Melissa Ardito shared a few challenges and highlights for Harrison Elementary School. Her building report was included in the board packet. Ms. Ardito commented that they are working hard on test scores, interventions and support for the young teaching staff this year. She is also very excited of the possibility for collaboration Mondays to help provide training to her less experienced teachers. After a few minutes of roundtable discussion with the Board, Ms. Ardito thanked the board for the opportunity to share information about her school.
2. Principal of Sawtooth Elementary School, Mickey Combs shared a few challenges and highlights about her school. Ms. Combs commented that demographics and school culture are still challenges for some staff at Sawtooth. Student behaviors have increased with the student diversity. One highlight mentioned was the amount of staff leadership and the addition of a social committee to increase school culture. Her building report was included in the board packet. After a few minutes of roundtable discussion with the Board, Ms. Combs thanked the board for the opportunity to share information about her school.
3. Principal of Perrine Elementary School, Tammy Rodabaugh shared a few challenges and highlights for Perrine Elementary School. Ms. Rodabaugh commented that one of several bright spots is in academics and the district seeing the need and hiring Consultants Northwest Labs. Another bright spot is having the security aide in the building. Ms. Rodabaugh's building report was included in the board packet. After a few minutes of roundtable discussion with the Board, Ms. Rodabaugh thanked the board for the opportunity to share information about her school.
4. Principal of Canyon Ridge High School, Kasey Teske shared a few challenges and followed up with some bright spots for Canyon Ridge High School. Bright spots include leading in dual credits, having the highest attendance percentage in the district, and highest passing rate. Dr. Teske also commented that a challenge is identifying students that are failing. He said it would be nice if there was a flowchart of what to do if students need extra help that would also include changing their placement, if needed. His building report was included in the board packet. After a few minutes of roundtable discussion with the Board, Dr. Teske thanked the board for the opportunity to share information about his school.
5. Principal of Twin Falls High School, Dan Vogt shared a few challenges and followed up with some bright spots for Twin Falls High School. Mr. Vogt shared that they are attacking the problem of students showing less initiative. He also thanked Dr. Erickson for bringing in some professional development which concentrates on getting to kids at the emotional level. He asked his teachers to get innovative with their curriculum and do student centered education. A few bright spots mentioned were: 490 dual credit courses taken; 200 AP exams taken; and a 92% graduation rate. His building report was included in the board packet. After a few minutes of roundtable discussion with the Board, Mr. Vogt thanked the board for the opportunity to share information about his school.

VI. Executive Session

Since there was no other business to come before the Board, Trustee Hubbard moved that the Board retire into executive session as per Idaho Code 74-206(1) subsection (b) to consider student discipline, personnel issues: certified administrative leave and classified termination; and to consider superintendent evaluation. Trustee McClintock seconded the motion. Chairman Jansen asked the Clerk Michelle Lucas to poll the board. Roll call vote was as follows: Chairman Bernie Jansen – Yes; Trustee Mary Barron – Yes; Trustee Todd Hubbard – Yes; Trustee Paul McClintock – Yes; Vice Chairman Bryan Matsuoka (via telephone) – Yes; Motion carried. The Board convened into executive session at 7:52 p.m.

With the door open, Trustee Hubbard moved to go out of executive session. Trustee Barron seconded the motion. Motion passed unanimously. The Board opened to the public at 8:16 p.m.

Trustee McClintock moved to accept disciplinary recommendations to place certified employee “A” on administrative leave and terminate classified employee “B”.

Trustee Hubbard moved to uphold the hearing officer’s recommendation to expel four (4) students from the Twin Falls School District #411, three (3) indefinitely and one (1) for Time Served, and that these students be expelled from school as defined in Idaho Code 33-205 and that these students be placed under the purview of the Juvenile Correction Act, Idaho Code 20-510 and 20-511. Trustee Barron seconded the motion. Motion passed unanimously.

Trustee Hubbard moved to adjourn the meeting and Trustee McClintock seconded the motion and the motion passed unanimously. Meeting adjourned at 8:20 p.m.

Chairman, Bernie Jansen

ATTEST:

Clerk, Michelle Lucas

TWIN FALLS PUBLIC SCHOOLS

School District No. 411

201 MAIN AVENUE WEST

TWIN FALLS, IDAHO
83301

April 24, 2019

The Board of Trustees of Twin Falls School District #411 met in executive session on Wednesday, April 24, 2019, at 7:52 p.m., at Harrison Elementary School in the library located at 600 Harrison Street, Twin Falls, Idaho. Chairman Bernie Jansen conducted the meeting. Vice Chairman Bryan Matsuoka (via telephone), Trustees Paul McClintock, Mary Barron, and Todd Hubbard; Superintendent, Brady Dickinson; Associate Superintendent Bill Brulotte; Board Clerk Michelle Lucas; and Director of Human Resources Shannon Swafford were also present.

Since there was no other business to come before the Board, Trustee Hubbard moved that the Board retire into executive session as per Idaho Code 74-206(1) subsection (b) to consider student discipline, personnel issues: certified administrative leave and classified termination; and to consider superintendent evaluation. Trustee McClintock seconded the motion. Chairman Jansen asked the Clerk Michelle Lucas to poll the board. Roll call vote was as follows: Chairman Bernie Jansen – Yes; Trustee Mary Barron – Yes; Trustee Todd Hubbard – Yes; Trustee Paul McClintock – Yes; Vice Chairman Bryan Matsuoka (via telephone)– Yes; Motion carried. The Board convened into executive session at 7:52 p.m.

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Trustee Hubbard moved to adjourn the meeting and Trustee McClintock seconded the motion and the motion passed unanimously. Meeting adjourned at 8:20 p.m.

Chairman, Bernie Jansen

ATTEST:

Clerk, Michelle Lucas

Twin Falls School District #411

Monthly Long-Term Suspension Board Report

APRIL, 2019

School Name																								
	Total Males	Total Females	# Students - Fighting	Total # Days	# Student - Battery	Total # Days	# Students - Truancy	Total # Days	# Students - Tardies	Total # Days	# Students - Drugs	Total # Days	# Students - Insubordination	Total # Days	# Students - Smoking	Total # Days	# Students - Safety-Threat	Total # Days	# Students - Harassment/Bullying	Total # Days	# Students - Sexual Offense	Total # Days	# Students - Other	Total # Days
"B"	"C"	"Z"																						
Bickel Elementary	3	0																		3	3.5	3		
Harrison Elementary	0	0																			0	0		
Lincoln Elementary	0	0																			0	0		
Morningside Elementary	3	0	2	4																1	2	3		
Oregon Trail Elementary	0	0																			0	0		
Perrine Elementary	8	0	1	1	1	1						2	3					3	4		1	1	8	
Pillar Falls Elementary	0	0																			0	0		
Rock Creek Elementary	1	0										1	3								1			
Sawtooth Elementary	0	0																			0	0		
Robert Stuart Middle school	6	2															8	23				8		
Vera C. O'Leary Middle School	6	0		4	18											2	6				6			
South Hills Middle School	11	5	10	34								1	3			1	3	2	5.5			14		
Bridge Academy	3	1														3	5.5					4		
Twin Falls High School	8	2		2	8							1	5	3	6	3	9				1	5	10	
Canyon Ridge High School	10	1	4	16								3	5				4	12				11		
Magic Valley Alternative H.S.	2	0										2	4									2		
Totals	61	11	17	55	7	27	2	4	3	5	2	8	9	17.5	10	30	10	28.5	4	8.5	0	0	6	11.5
Districtwide - Total Number of Students Suspended																					72			
Districtwide - Total Number of Days Suspended																					195			

DEFINITION - "Long-Term Suspension" is the exclusion from school or individual classes for a specific period of one (1) FULL school day up to five (5) school days.

NEW CERTIFIED EMPLOYEE 2019-2020

Last Name	First Name	School	Subject	Years of Exp.
Castro-Romero	Claribel	Harrison Elementary	3rd Grade	0
Cullip	Jeanie	Robert Stuart Middle School	Social Studies & Science	0
Quinton	Jenny	Pillar Falls Elementary	3rd Grade	0
Hoge	Cameron	Canyon Ridge High School	Construction Program (CTE)	0
Fox	Robertson	Twin Falls High School	Speech & Debate Teacher	0
Vinson	Tesha	Perrine Elementary	2nd Grade	4
Suto	Laura	Harrison Elementary	3rd Grade	0
Fajardo	Tanna	Lincoln Elementary	5th Grade	10
Turner	Diane	South Hills Middle School	Resource	18
Boyle	Alexis	Lincoln Elementary	5th Grade	0
Ferrell	Cassidy	O'Leary Middle School	Science	0
McVay	Nina	Perrine Elementary	2nd Grade	12



Twin Falls School District #411
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P 208.733.6900
F 208.733.6987
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Brady D. Dickinson, PH.D. SUPERINTENDENT OF SCHOOLS

Date: May 9, 2019

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

From: Sonia DeLeon, Human Resources Manager

Re: Certified Retirement – 2019-2020

The following certified employee has submitted her retirement letter resigning her position for the 2019-2020 school year:

- Jean Newman – Teacher –Science at Robert Stuart Middle School

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



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

Date: May 9, 2019

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

From: Sonia DeLeon, Human Resources Manager

Re: Certified Resignations

The following certified employees have submitted their resignation letter resigning their position for the 2019-2020 school year:

- Christine Putman – Teacher – Special Education at Twin Falls High School
- Sandra Nordquist – Teacher – 3rd Grade at Perrine Elementary School
- Brannon Harmer – Teacher – Language Arts at Canyon Ridge High School
- Becky Jaynes – Social Worker at Support Services
- Floyd Adams – Teacher – Extended Resource Classroom at Canyon Ridge High School
- Tamara Phay – Teacher – Kindergarten at Perrine Elementary School

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



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

Date: May 9, 2019

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

From: Sonia DeLeon, Human Resources Manager

Re: New Classified Employees – 2019-2020

It's the recommendation of the Human Resources Department to the Superintendent and the Twin Falls School District Board of Trustees this individual listed below be approved for hiring for the 2019-2020 school year:

Candice Gates	Preschool Paraeducator at Harrison Elementary School
Becky Jaynes	At Risk/Homeless Coordinator 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.



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

Date: May 9, 2019

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

From: Sonia DeLeon, Human Resources Manager

Re: Long Term Leave of Absence

Attached please find a letter requesting a long term leave of absence from Randy Price, head custodian at Harrison Elementary. Randy is requesting a long term leave of absence effective April 2019 – April 2020.

It is our recommendation to the Superintendent and the Twin Falls School District Board of Trustees that this Long Term Leave of Absence is granted.

Attachment



Twin Falls School District #411
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Brady D. Dickinson, PH.D. SUPERINTENDENT OF SCHOOLS

Date: May 9, 2019

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

From: Sonia DeLeon, Human Resources Manager

Re: Classified Resignations

The following classified employees have submitted their resignation letter resigning their position for the 2018-2019 or 2019-2020 school year:

Kiauna Huber	Para educator (title) - 2018-19	South Hills Middle School
Heidi Thompson	Para educator (pre-school) - 2019-20	Harrison Elementary School
Christina Ault	Para educator (Para educator) - 2019-20	Bridge Academy
Julie Biswell	Food Service – Cook - 2019-20	South Hills Middle School
Nicole Swan	Playground Assistant - 2019-20	Perrine Elementary School
Delaney Bergen	Para educator (title) - 2019-20	Lincoln Elementary School
David Crafton	Custodian – 2018-19	Canyon Ridge High School

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



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

Date: May 9, 2019

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

From: Sonia DeLeon, 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 these individuals listed below be approved for hiring. A supplementary contract or employment letter has been issued for the 2019-2020 school year.

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

Justin Lineberry	Assistant Football Coach	Canyon Ridge High School
Justin Lineberry	Head Wrestling Coach	Canyon Ridge High School
Jordan Sundquist	Assistant Football Coach	Canyon Ridge High School
Taysa Haroldsen	Head Dance Coach	Twin Falls High School
Michael Easterling	Assistant Football Coach	Canyon Ridge High School
Chloe Gedrose	Head Cheer Coach	Twin Falls High School
Amanda Perrine	Head Dance Coach	Canyon Ridge High School



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

Date: May 9, 2019

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

From: Sonia DeLeon, Human Resources Manager

Re: Extra-Curricular Resignations for 2019-2020

The following employees have submitted their resignation letter resigning their position for the 2019-2020 school year:

Tysha Clements	Game Manager	Twin Falls High School
Kevin Lovell	Wrestling Coach	O'Leary Middle School
Debbie Mason	Middle School Science Coordinator	O'Leary Middle School
Leah Holloway	Assistant Basketball Coach (Girls)	Canyon Ridge High School
Hoover Ron Owen	Assistant Football Coach	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.



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

Date: May 9, 2019

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

From: Sonia DeLeon, Human Resources Manager

Re: Student Teacher Request & Administrative Internship

The Human Resources Department recommends to the Superintendent and the Twin Falls School District Board of Trustees that the following university students be allowed to participate as student teacher/intern within the Twin Falls School District. The proposed assignment is listed below.

Name of Student	Subject	Cooperating Teacher	School	Dates	University
Kyle Miller	Physical Education	Tonia Burk Darla Petersen	Twin Falls High School & Sawtooth Elementary	8/2019-12/2019	University of Idaho
Stacy Green	Educational Leadership	Steve Hoy Kasey Teske Ace Marcellus	Morningside Elementary CRHS – Summer School O’Leary Middle School	8/2019-12/2019	Western Governors University

✓

TRAVEL – EXTENDED & OUT-OF-STATE

REQUEST FOR EXTENDED & OUT-OF-STATE TRAVEL

Name of Organization Making Request Canyon Ridge High School HOSA

Proposed Travel Dates From June 18 - June 23, 2019

Brief Explanation of Proposed Trip (including destination) HOSA International Leadership Conference

Sponsor Signature(s) Rebecca Date 4/30/19

Number of Students Attending 13 Number of Supervising Adults 3

Amount of School Time to be Missed 0

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 _____

2. Finances: Yes _____ No If Yes, Total Amount _____

3. Transportation Expenses: Yes No _____

4. Bus Request Submitted: Yes No _____

5. Financial Breakout: Student/Parent \$ 350 Club \$ _____ Organization \$ _____ School \$ _____

6. Organization: HOSA

7. Destination: Orlando, Florida

Principal's Recommendation O.K.

Principal's Signature Yanette Date 5-7-17

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

Superintendent's Recommendation Approve

Superintendent's Signature Daryl A. Helms Date: 5/8/19

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

Total Student Cost: \$ _____

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.



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HUMAN RESOURCES DEPARTMENT

OUR MISSION is to maintain a balanced approach while providing leadership, guidance and quality, customer-driven human resources services to support Twin Falls School District employees.

May 9, 2019

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

From: Sonia DeLeon, Human Resource Manager

Re: Request for Alternative Authorization

To meet state certification criteria to be employed in the designated subject areas, the Twin Falls School District will need to request approval of Alternative Authorization- Content Specialist from the Professional Standards Commission for the following individual:

Name	Position	School
Mari Nelson	Counselor	Harrison Elementary

The above individual has been hired as counselor for the 2019-20 school year. Ms. Nelson is currently enrolled in school counseling program at Northwest Nazarene University. Ms. Nelson in conjunction with Northwest Nazarene University have developed a plan of appropriate pathway to obtain an Idaho Pupil Service credential with a counselor endorsement. In order for this employee to be employed as a counselor, the board will need to declare an “area of need.” To declare an area of the Twin Falls School District Human Resource Department has determined an area of need exists in our district for this particular position.

We respectfully request that the Superintendent recommend to the Twin Falls School District Board of Trustees that they “declare an area of need” for the individual listed above.

EMPLOYEE OF THE MONTH QUESTIONS

Certified or Classified

Name:	MARK Schaal
School:	Twin Falls High School
Position:	Business Teacher / Coach
Hometown:	Buhl Idaho
Inspiration:	My Father
Pet Peeve:	Being Late
Favorite hobby away from work:	Hunting / Camping
What word describes you best?	Intense
One thing people don't know about you:	I have relatives in Boston!
Why did you choose this career?	Because of teachers/coaches I had in High School
What is the #1 activity on your bucket list:	Attend St. Louis Cardinals Baseball Game in Busch Stadium
How do you want to be Remembered?	Someone that was firm, but fair, Worked Hard; Played Hard.
Best day on the job was.....	December 1st, 2018, the day I reached the December 1 st , 2018, The day I reached the rule of "90."

Principal Note:

Mark is the Swiss Army knife of Twin Falls High School; there isn't much the hasn't done for our school. He's coached just about every sport we offer, he taught numerous subjects and is the Driver's Education director and teacher. He is heavily involved with the School of Finance as an advisor, chaperone and mentor. This past ^{year} he volunteered to switch students in our advisory program to help out another teacher. He certainly is going to be hard to replace.

EMPLOYEE OF THE MONTH QUESTIONS

Certified _____ or Classified X

Name:	Kris Guiles
School:	Twin Falls High School
Position:	Principal's Office Secretary / Manager
Hometown:	Burley Idaho
Inspiration:	My Parents
Pet Peeve:	Littering. People not using their blinker
Favorite hobby away from work:	Camping, reading, art, music
What word describes you best?	Reserved
One thing people don't know about you:	I play the piano
Why did you choose this career?	I love to type. I was going to be a legal Secretary but with kids it worked better working for the school.
What is the #1 activity on your bucket list:	More traveling
How do you want to be Remembered?	Hard working
Best day on the job was.....	When I didn't have to get subs or teachers to cover classes.

Principal Note:

Ms. Guiles has been an ~~an~~ institution in our building for many years. The staff recognize her to be caring, thoughtful and considerate. ~~Students have~~ Ms. Guiles takes excellent care of everyone at TPHS: staff, students and especially Mr. Vogt. She is going to be greatly missed and will always be remembered.

EMPLOYEE OF THE MONTH QUESTIONS

Certified x or Classified _____

Name:	Steve Davis
School:	CRHS
Position:	Teacher
Hometown:	Mtn. Home , Idaho
Inspiration:	My Father
Pet Peeve:	I hate when someone doesn't do a task completely or correctly.
Favorite hobby away from work:	Sailing
What word describes you best?	Determined
One thing people don't know about you:	I have worked at my 2 nd job, Barnes and Noble, for 15 years.
Why did you choose this career?	I love to study history and travel.
What is the #1 activity on your bucket list:	Sail the Caribbean Islands
How do you want to be Remembered?	I would like to be remembered as someone who worked hard and helped a lot of kids.
Best day on the job was.....	The day I was hired.

Principal Note: Not only is Mr. Steve Davis truly a master teacher who creates a wonderfully positive learning environment with kindness and humor, he is an amazing professional who makes Canyon Ridge High School a better place to learn and work. His students may forget some of the history and government content he has taught them, but they will never forget the positive experience he provided them within his classroom. His dual credit Government Class were so popular that there were three sections of it this year. Thanks for all the laughs Mr. Davis!!! For the record, I knew you really weren't alive during World War I. ☺

EMPLOYEE OF THE MONTH QUESTIONS

Certified _____ or Classified

Name:	Jordan Eldredge
School:	C.R.H.S.
Position:	Head Custodian
Hometown:	Twin Falls Id
Inspiration:	Meeting new people
Pet Peeve:	Keeping thing clean.
Favorite hobby away from work:	Racing cars
What word describes you best?	Helpful
One thing people don't know about you:	Playing golf
Why did you choose this career?	Retirement
What is the #1 activity on your bucket list:	Go on a cruise.
How do you want to be Remembered?	Being a fair person
Best day on the job was.....	When I'm done cleaning school.

Principal Note:

Jordan Eldredge is simply amazing! I never hear complaints about our building because of his great care and leadership over our building. Thanks for everything! Keep being awesome!

**KATIE
KAUFFMAN**

4/10/19

Board of Trustees
C/O Michelle Lucas
Twin Falls School District
Twin Falls, Idaho 83301

Dear Trustees

I am writing to request the privilege of naming Robert Stuart's new outdoor basketball court after the late Jack Watts. Jack was principal of Robert Stuart Junior High for twenty five years and worked in the Twin Falls School District for thirty two years. Jack was an amazing educator and leader in the district. Naming the court for him would be an excellent way to honor his years of dedication and to leave a permanent mark on the place that he spent so many years serving. Per his wife's request the name shown on the court would be Jack B. Watts.

Regards,

Katie Kauffman



Twin Falls School District #411

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Bill Brulotte, M. Ed.
Associate Superintendent
Director of Federal Programs

Collaboration Monday Recommended Format for the 2019-20 School Year

- Monday afternoon early release (one hour early)
- Parents pick up students/buses run at that time
- No activities or programs will begin until collaboration time has ended
- Kindergarten will need to extend their time by 5 minutes in both am and pm sessions to meet the state required 450 hours of instruction per year. This will be accomplished by adding 5 minutes in the middle of the day (morning Kindergarten will release five minutes later and afternoon kindergarten will start five minutes earlier). The elementary end of the day will remain at 3:00 on Tuesday through Friday and release at 2:00 on Monday.
- Monday elementary specials rotation will be 30 minutes in length

School Schedule for 2019-20

Elementary School		
	Mon	Tu-Fr
Contract Start	7:35AM	7:35AM
Start	8:00AM	8:00AM
Kinder AM End	10:35AM	11:05AM
Kinder PM Start	11:25AM	11:55AM
End	2:00PM	3:00PM
Contract End	3:45PM	3:45PM

Middle School		
	Mon	Tu-Fr
Contract Start	8:15AM	7:55AM
Start	8:40AM	8:40AM
End	2:50PM	3:50PM
Contract End	4:35PM	4:15PM

High School		
	Mon	Tu-Fr
Contract Start	7:40AM	7:40AM
Start	8:05AM	8:05AM
End	2:20PM	3:20PM
Contract End	4:05PM	4:05PM





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

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

Collaboration Time Guidelines

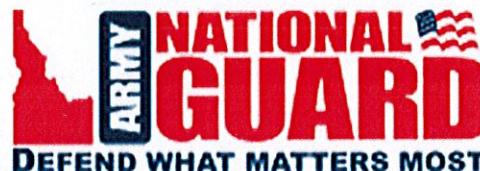
Collaboration will be every Monday during the school year including the first and last week of school. If there is no school on a Monday there will be no collaboration time for that week.

- Richard Dufour recommends “Professional Learning Communities at Work” discussing:
 1. Curriculum
 2. Assessment
 3. Instructional Strategies
- The administration will ask that specific items be completed during the collaboration time, examples are:
 1. Instructional calendars
 2. Examination of data and grade level/department goal setting
 3. Common assessments (formative and summative)
 4. Lesson planning
 5. Peer coaching
 6. Action research on best practices etc.
- Collaboration may be with departments, grade levels, across grade-levels, and/or with other like specialist
- It is recommended that Group Norms be established for optimum participation and an agenda will be kept to keep time focused.
- Evidence of work performed during Collaboration Mondays will be shared with building administration by submitting minutes, ticket out, or work accomplished
- Collaboration time has a different purpose it is not the same as an RTI meeting
- Collaboration time is to be used with and across grade levels, not for staff meetings or parent meetings
- No more than 1 professional development activity a month will occur during collaboration time

Twin Falls High School

Syllabus

The Art & Science of Military Leadership



1069 Frontier Road
Twin Falls, ID 83301
1.208.272.7004

COURSE DESCRIPTION

This course is a general overview of the art and science of military leadership based upon the principles of performance-based, learner-centered education and promotes development of core abilities: capacity for life-long learning, communication, responsibility for actions and choices, good citizenship, respectful treatment of others and critical thinking techniques. Throughout the duration of this course, we will explore the myriad of concepts underlying leadership. Emphasis will be placed on developing an understanding of leadership theory; particularly the development of a personal model that will be meaningful for you, now and in the future.

COURSE FOCUS

Art and Science of Military Leadership

1. Demonstrate the ability to conduct Drill and Ceremony (D&C) in conjunction with proper Federal and State flag handling techniques as it relates to good citizenship.
2. Demonstrate an understanding of all Department of Defense (DoD) components, their sub-components and their respective Military Occupational Specialties (MOS).
3. Demonstrate an understanding of the art and science of US Army leadership, processes and theories.
4. Compare and contrast US Army Leadership traits and competencies as it relates to Idaho military history (Battle of White Bird).
5. Demonstrate the ability to use various military technology, equipment and weapons systems in an effective, efficient and safe manner. (This course will not conduct live fire operations, or use live ammunition at any time).

TFHS JROTC Learning Opportunities

This course is designed to contribute to a better understanding of US military Tactics, Techniques and Procedures (TTP's). The following learning outcomes are expected to support an elective course for TFHS graduation.

In this elective class, the Reflective Analysis Response (RAR) papers, and Battle of White Bird Presentations are the key assignments in this course and is a foundational level assessment for the learning outcome. Weekly group discussions, hands-on skills testing and leadership critical thinking and self-reflection exercises the developing students' metacognition skills for decision-making.

INSTRUCTIONAL MATERIALS**Required books**

Army Doctrine Publication (ADP) 6-22 *Army Leadership* (2012). Department of the United States Army.

Collins, Charles D., *Staff Ride Handbook and Atlas for the Battle of White Bird Canyon, 17 JUNE 1877*.
Combat Studies Institute Press. ISBN 978-1-940804-01-9

Video Links and Films:**Week 3:**

TEDx Talk: Reframe your thoughts:

https://www.youtube.com/watch?v=J6_P5rpfp74&index=4&list=PL3ouxavww63TrgVmVJqK6aeuOlg5FupB7

Week 4:

Film: *Twelve O'clock High*

Zanuck, D. F. (Producer), & King, H. (Director). (1949). *Twelve O'clock High* [Motion Picture] United States; 20th Century Fox

TEDx Talk: Reframing the Problem:

<https://www.youtube.com/watch?v=u3Cc2QFVRJk&index=7&list=PL3ouxavww63TrgVmVJqK6aeuOlg5FupB7>

ASSIGNMENTS

Reflective Analysis Response

RARs serve to give students the opportunity to think critically about concepts from the assigned readings, films and classroom instruction. RAR's relate to the students' own experiences, perceptions and application into military and civilian organizations.

Team Activity

Instructors will assign participants to Learning Teams. Teams will work together on scheduled team assignments. Teams will be required to meet outside of the scheduled classroom time in support of JROTC expectations (Honor Guard, Field trip and Drill attendance). Teams will be supported by instructors to ensure the team is successful outside of scheduled classroom.

Leadership Opportunities

Each week participants will serve in various leadership positions on behalf of the group. Students will be tested mentally and physically throughout this course, and graded on their ability to be successful in both leadership and followership roles.

COURSE GRADING

Course Activity/ Evaluation Area	% Contribution to Total Course Grade
Honor Guard (x2) & Drill Attendance	10
Leadership Roles	5
Presentations	20
Reflective Analysis Response	30
Quizzes	15
Test	20
Total Points	100

Grades will be assigned based upon the following scale:

90%--100%	A
80%--89%	B
70%--79%	C
00%--69%	F

CLASS POLICIES

Attendance policy

Attendance requirements is based upon TFHS requirements.

Uniform

Military uniforms will be issued to each student at the beginning of each semester. Students will learn how to care for and wear the uniform in accordance to the US Army policies and procedures. Students will be expected to wear the uniform on Friday's as well as any honor guard opportunities or drill attendance.

Honor Guard

Students will learn basic drill and ceremony techniques, sequence of events and individual actions while handling the US American flag. It is expected that each student participate in a minimum of two Honor

Guard opportunities throughout the semester.

Drill Attendance

Students must attend a minimum of one drill attendance (one weekend: Saturday and Sunday) on selected dates throughout the semester. Dates will be given to students at the beginning of each semester. Students will be given several opportunities to attend one drill weekend throughout the semester.

STUDENT RESOURCES

APA

The SL program requires use of the style as presented in *The Publication Manual of the American Psychological Association*, 6th edition. For assistance with APA style there is a tab which is a direct link to Purdue University's Online Writing Lab on the eLearn landing page. The University of Wisconsin-Madison provides an orientation to APA at <http://writing.wisc.edu/Hanbook/DocAPAOrientation.html>

COURSE POLICIES/STUDENT RIGHTS AND RESPONSIBILITIES

Academic conduct

For a community of learners to thrive, all members must engage in the educational process with honesty and integrity. The Military and TFHS holds firmly to the belief that all members of the community are responsible for promoting and protecting academic integrity. Cheating, plagiarism, fabrication, or facilitating academic honesty will not be tolerated. We believe that students learn and develop greater knowledge of academic integrity as part of the educational process. The academic integrity process is designed to facilitate a student's development of this understanding while requiring accountability for violation of this policy.

Policy for students with disabilities

Instructors will provide reasonable accommodations for qualified individuals with documented disabilities. Instructors will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as regards to affording equal educational opportunity. It is the student's responsibility to contact the disability coordinator and provide current documentation from appropriate credentialed persons.

WEEKLY OVERVIEW

Week 1: Military Overview

- Syllabus, Expectations, semester overview
- Uniform Issue
- Liability Waivers turned in
- Department of Defense components Overview
- Army, Air Force, Navy, Marine Corps, Coast Guard
- Active Duty, Guard and Reserves

Week 2: Drill and Ceremony (D&C)

- Soldiers Creed / Warrior Ethos
- Drill and Ceremony
- Rank Structure
- Phonetic Alphabet
- Quiz#1: Rank Structure, Phonetic Alphabet, Creed, Warrior Ethos

Week 3: ADP 6-22 Army Leadership

- Components of Leadership
- Leadership Components Model
- Leadership Attributes
- Quiz#2: Leadership Attributes

Week 4: ADP 6-22 Army Leadership

- Leadership Competencies
- Developing Leaders
- Quiz#3: Leadership Competencies
- RAR #1: Leadership Attributes and Competencies

Week 5: Operations Order & Process

- Military Operations Orders (5 paragraph)
- Presentation #1: Student OPORD Briefs
- Exam#1: Week 1 – 5

Week 6: Troop Leading Procedures (TLP's)

- 8 TLP Steps (Receive Mission, Issue Warning Order, Make a Tentative Plan, Initiate Movement, Conduct Reconnaissance, Complete the Plan, Issue OPORD, Supervise/Inspect/Rehearse)
- Mission Analysis
- Develop Course of Actions (COA's)
- OAKOC (Observations of Fields of Fire, Avenues of Approach, Key Terrain, Obstacles, Cover and Concealment)
- METT-TC (Mission, Enemy, Terrain, Troops, Time Available, Civilian considerations)

Week 7: Battle of White Bird (US Army vs Idaho Nez Perce)

- Events / Road to War
- Key Leaders & Leadership Characteristics (Captain Perry vs Chief Joseph)
- US Army (TTP's) vs Nez Perce (TTP's)
- Systematic Approach to Battle and Time Line
- Following Battles of the Nez Perce War

Week 8: Battle of White Bird (US Army vs Idaho Nez Perce) CONTINUED.

- White Bird Canyon Battlefield Field Trip
- RAR #2: Battle of White Bird
- Presentation #2: Leaders of the Battle of White Bird

Week 9: Combat Life Saver (First Aid)

- Combat Casualty Care & Basic First Aid
- Evaluating a Casualty
- Opening and Managing a Casualty's Airway
- Controlled Bleeding

- 9Line MEDEVAC
- Quiz#4: Combat Life Saver

Week 10: Land Navigation

- Maps, Symbols and Terrain Features
- Pace Count and Compass Orientation
- Grid Coordinates / Latitude and Longitude Orientation
- Day and Night Dismounted Land Navigation
- Mounted Land Navigation
- Quiz#5: Land Navigation

Week 11: Weapons Training

- Firearm Safety Rules (Army and NRA)
- Firearm Fundamentals & Techniques
- M4 Overview
- M249 Overview
- Quiz#6: 10 Firearm Safety rules

Week 12: Weapons Training (Continued)

- Fire Arms Training Simulator (FATS) Digital Weapons Trainer
- Weapons Race

Week 13: Radio Communications

- Radio Types and Frequencies
- Operating a SINCGARS Radio
- Sending and Receiving messages/transmissions/reports
- Quiz#7: SINCGARS radio

Week 14: Military Occupational Specialties (MOS)

- Guest Speaker / Military Component Overview (Air Force, Navy, Marine Corps, Coast Guard)

Week 15: MOS Reflective Analysis Response (RAR)

- RAR #3 – Military Occupational Specialty

Week 16: Leadership and Team Building exercises

- Team Building Day
- Review
- Final Exam#2

New or Revised Course Proposal

1. General descriptive title:

The Art and Science of Military Leadership

- Twin Falls High School

2. Department or grade level - List department or grade level, if any, which is primarily involved in developing and implementing the proposal.

9-12 Elective

3. Course description - Describe the overall intent of the course.

A general overview of the art and science of military leadership based upon the principles of performance-based, learner-centered education and promotes development of core abilities: capacity for lifelong learning, communication, responsibility for actions and choices, good citizenship, respectful treatment of others and critical thinking techniques. Throughout the duration of this course, we will explore the myriad of concepts underlying leadership. Emphasis will be placed on developing an understanding of leadership theory; particularly the development of a personal model that will be meaningful for the student now and in the future.

4. Rationale - (Inventory of Need) - Write a brief statement developing the background for the proposal and why it is essential to change or add it to the instructional

program.

To introduce students to the military, to teach citizenship, patriotism, military history, responsibility for actions and choices, respect for others, critical thinking skills, and leadership. Emphasis on leadership theory.

5. Course Standards/Benchmarks/Objectives - List what it is students will know and be able to do as a result of taking this course. Identify course content or areas of emphasis in sequence of instruction.

Demonstrate Drill and Ceremony, proper flag handling, understanding Department of Defense components, leadership traits and competencies, as well as the use of military technology, and equipment.

6. Evaluation - Identify the measure and the performance standard that will be used to determine whether or not students learned what was intended.

Performance based presentations

Papers, Group discussions, and hands on skills testing

Self-reflection exercises

7. List textbook or instructional materials which will contribute to the accomplishment of the identified course objectives.

Army Doctrine Publication- Army Leadership

Staff Ride Handbook and Atlas for the Battle of White Bird Canyon

8. Cost Analysis - List all expenditures for the program that cannot be covered by the regular budget allotments.

No costs to Twin Falls School District

9. Formal Approval Page - This page should contain the signatures of all teachers and administrators who will be responsible for implementing the new or revised program.

2100P-4

Course Approval Signature Page

Course Approval Signature Page

Name of Course: The Art & Science of Military Leadership

Matthew C.
Teacher

Don Vigt
Department Leader

Linda Elzey
Elementary or Secondary Director

3/21/19
Date Approved

Procedure History

ADOPTED:

TFSD

REVISED: 6/09/98

4/08/13

8/11/14

8/10/15

INCLEMENT WEATHER/FLU IMPACT WEEKS (2018-2019)

	Bickel 109	Harrison 101	Lincoln 102	Morningside 103	Oregon Trail 106	Perine 104	Sawtooth 110	Rock Creek 112	Pillar Falls 111	O'Leary 202	Robert Stuart 201	South Hills 203	Bridge 492	TFHS 301	CRHS 401	MVHS 491
Week of	9/10/2018	X														
Week of	9/17/2018															
Week of	9/24/2018										X					X
Week of	10/8/2018	X									X					
Week of	10/15/2018	X										X				
Week of	10/29/2018	X										X				
Week of	11/5/2018	X														
Week of	11/12/2018															
Week of	11/26/2018															X
Week of	12/10/2018	X	X													X
Week of	12/17/2018			X								X				
Week of	1/14/2019			X							X	X	X			
Week of	1/21/2019	X	X	X		X			X		X					
Week of	1/28/2019	X	X		X	X			X		X		X			
Week of	2/4/2019	X	X		X	X			X		X	X	X	X		
Week of	2/11/2019	X	X		X	X	X		X	X	X	X	X	X		
Week of	2/18/2019	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Week of	2/25/2019												X	X		
Week of	3/4/2019					X							X	X		X
Week of	3/11/2019	X	X		X								X			X
Week of	3/18/2019	X				X							X	X		
Week of	4/15/2019	X														
Week of	4/22/2019										X	X	X			X

**Twin Falls School District #411
Resolution for ADA Adjustment Request**

WHEREAS, schools listed below have had ADA effected by the inclement weather/poor road conditions and /or severe flu season.

THEREFORE, be it resolved that the Twin Falls School District #411 Board of Trustees authorizes Dr. Brady D. Dickinson to make a request to State Department of Education to have the ADA adjusted for: Bickel Elementary, Harrison Elementary, Lincoln Elementary, Morningside Elementary, Oregon Trail Elementary, Perrine Elementary, Pillar Falls Elementary, Rock Creek Elementary, Vera C. O'Leary Middle School, Robert Stuart Middle School, South Hills Middle School, Bridge Academy, Twin Falls High School, Canyon Ridge High School and Magic Valley High School because of poor attendance due to inclimate weather and/or severe flu impact.

ADOPTED this 13th day of May 2019.

Bernie Jansen, Chairman

Bryan Matsuoka, Vice-Chairman

Paul McClintock, Trustee

Todd Hubbard, Trustee

Mary Barron, Trustee

Brady D. Dickinson, Superintendent

ATTEST:

Michelle Lucas, Board Clerk



Twin Falls School District #411

201 Main Ave. W

Twin Falls, ID 83301

P 208.733.6900

F 208.733.6987

www.tfsd.org

Ryan Bowman. Operations & Educational Technology Director

Proposed Property Purchase

Location

13.62 Acres located on the west side Kenyon Rd. between Pheasant Rd. and Southwood Rd.

Purchase Price

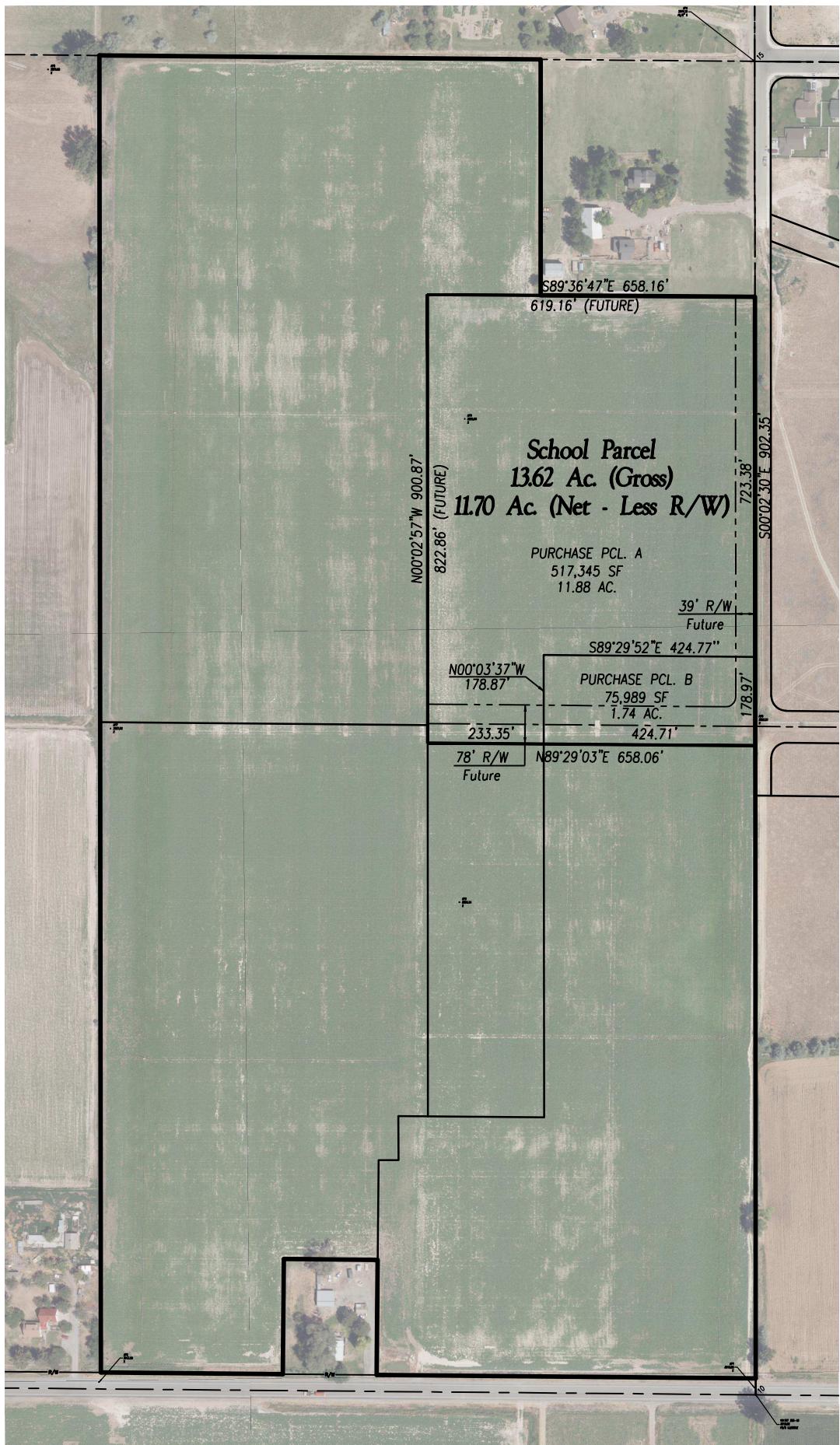
\$305,860

It would be proposed to use the \$182,546 from the sale of the property next to South Hills Middle School and the remainder of the funds would be from the payback we will be receiving from the Sackett Farm Subdivision (Pillar Falls Improvements) which is due by June 1, 2020 in the amount of \$203,350.

Property	Amount Owed
9.39 Acres sold next to South Hills	\$182,546
Payback from Improvements at Pillar Falls	\$203,350
Total	\$385,896

Total from Property Sale and Payback.....	\$385,896
Price of Kenyon Rd. Property.....	\$305,860
Total Remaining After Purchase.....	\$80,036







Twin Falls School District #411

201 Main Ave. W

Twin Falls, ID 83301

P 208.733.6900

F 208.733.6987

www.tfsd.org

Ryan Bowman. Director of Operations

May 6, 2019

Twin Falls School Board of Trustees:

A bid was advertised to re-asphalt the Robert Stuart Middle School Track and District Office Parking Lot.

Bid documents were received by four companies with two companies submitting bids: Idaho Materials and Construction and Kloepfer Concrete and Paving. We opened the bids at 3:00 pm on April 30, 2019.

I am recommending that we accept the low bid submitted by Idaho Materials and Construction in the amount of \$99,466.00.

Sincerely

Ryan Bowman
Director of Operations

This School District recognizes that the growth of a student, both academically and personally, reflects not only the educational programs and goals of the District, but also the atmosphere in which the student attends school. To the extent possible, this School District is committed to providing an educational setting where the students feel safe, are challenged to grow academically and personally, are treated with respect by the District personnel and other students, and are disciplined fairly by District personnel.

To provide such an educational setting, this Board of Trustees has adopted policies and procedures, as mandated by the Idaho State Board of Education in the following areas:

1. School Climate
2. Discipline
3. Violence Prevention
4. Student Harassment
5. Student Health
6. Possessing Weapons on Campus
7. Substance Abuse--tobacco, alcohol, and other drugs
8. Suicide Prevention
9. Drug-free School Zones
10. Building Safety including Evacuation Drills
11. Relationship Abuse and Sexual Assault Prevention and Response

The Board of Trustees will review these policies and procedures on an annual basis to determine whether or not they are meeting the needs of the students, School District, and community.

**Legal Reference:**

Idaho Code § 33-1612
IDAPA 08.02.03.160

Policy History

ADOPTED: 12/08/08
EMT

ANNUAL POLICY REVIEW CHECKLIST

Topic	Model Policy No.	Policy Name	15-16	16-17	17-18	18-19
School Climate	3720	School Climate	X	X	X	X
	5120	Equal Employment Opportunity	X	X	X	X
Discipline	3346	Restraint or Seclusion of Student	X	X	X	X
	3730	Prohibition of Weapons	X	X	X	X
	3370	Searches and Seizures	X	X	X	X
	3550	Removal of Student During School Hours	X	X	X	X
	3740	Student Expulsion/Denial of Enrollment	X	X	X	X
	3360	Disciplining of Students with Disabilities	X	X	X	X
	3362	Disciplining Students with Disabilities (IDEA)	X	X	X	X
	3363	Disciplining Students with Disabilities (Section 504)	X	X	X	X
	3750	Theft or Destruction of School Property	X	X	X	X
	3311	Prohibition of Gang Activities	X	X	X	X
	3760	Assault and Battery	X	X	X	X
	3321	Student Drug, Alcohol and Tobacco Use	X	X	X	X
Violence Prevention	3730	Prohibition of Weapons	X	X	X	X
	3370	Searches and Seizures	X	X	X	X
	3780	Theft or Destruction of School Property	X	X	X	X
	3311	Prohibition of Gang Activities	X	X	X	X
	3760	Assault and Battery	X	X	X	X

Topic	Model Policy No.	Policy Name	15-16	16-17	17-18	18-19
Student Harassment	3295	Hazing, Harassment, Intimidation, Bullying, Cyber Bullying, Menacing	X	X	X	X
	3285	Relationship Abuse and Sexual Assault Prevention & Response	X	X	X	X
	3365	Student Sex Offenders	X	X	X	X
Student Health	3510	Administering Medication	X	X	X	X
	3515	Food Allergy Management	X	X	X	X
	3520	Contagious or Infectious Diseases	X	X	X	X
	3540	Emergency Care	X	X	X	X
	3570	Student Records	X	X	X	X
	3525	Immunization Requirements	X	X	X	X
	3530	Suicide	X	X	X	X
	3770	Students with a Living Will	X	X	X	X
Gun-free Schools	3730	Prohibition of Weapons	X	X	X	X
Substance Abuse-tobacco, alcohol and other drugs	3321	Student Drug, Alcohol and Tobacco Use	X	X	X	X
	5846	Employee Drug and Alcohol Use	X	X	X	X
	5847	Employee Drug and Alcohol Testing	X	X	X	X
	3400	Extracurricular Activities Drug-Testing Program	X	X	X	X
Suicide Prevention	3530	Suicide	X	X	X	X
Drug-free School Zones	3321	Student Drug, Alcohol and Tobacco Use	X	X	X	X
	5846	Employee Drug and Alcohol Use	X	X	X	X
	5847	Employee Drug and Alcohol Testing	X	X	X	X
	3400	Extracurricular Activities Drug-Testing Program	X	X	X	X

Topic	Model Policy No.	Policy Name	15-16	16-17	17-18	18-19
Building Safety Including Evacuation Drills	8320	Fire Drills & Evacuation Plans	X	X	X	X
	9400	Safety Program	X	X	X	X
	9890	Trespass on School District Properties	X	X	X	X

Review Process



- 2019 Legislative Session
 - House & Senate approved with one minor change
- Considered “temporary rule”
- May be required to review during the 2020 session
- School Board of Trustees needs to adopt
- “General Assurances” in IDEA application



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Clarifications and Definitions



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Clarifications & Definitions



1. Removal of Acknowledgements
2. Clean up acronyms and abbreviations
 - Remove terms not used in Manual
3. Glossary Terms
 - Updated to reflect current uses
 - Define some terms
 - Day-calendar, school, business



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Glossary



Alternate assessment. A specific assessment, developed by the state in lieu of statewide assessments or by the district in lieu of districtwide assessments, designed to measure functional skills within the same domains required by the regular statewide or district wide assessments. It is designed for students who are unable to demonstrate progress in the typical manner and who meet the state-established criteria. An academic assessment based on alternate academic achievement standards that have been reduced in depth and complexity from the Idaho Content Standards. The alternate assessment (AA) is intended only for those students with the most significant cognitive impairments, representing about 1% of the total student population.

Significant cognitive impairment. A designation given to a small number of students with disabilities for the purposes of their participation in AAs. Having a significant cognitive impairment is not solely determined by an IQ test score, nor based on a specific disability category, but rather a complete understanding of the complex needs of a student. Students with significant cognitive impairments have a disability or multiple disabilities that significantly impact their adaptive skills and intellectual functioning. These students have adaptive skills well below average in two or more skill areas and intellectual functioning well below average (typically associated with an IQ below 55).

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Substantive changes

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Ch. 2 - Section 2: Provision of FAPE



C. When District Obligation to Provide FAPE Ends

The District's obligation to provide FAPE to a student ends:

1. at the completion of the semester in which the student turns twenty-one (21) years old;
2. when the student meets the district requirements and the Idaho Content Standards that apply to all students for receipt of a ~~regular~~ high school diploma; a ~~regular~~ high school diploma does not include an alternative degree that is not fully aligned with the Idaho Content Standards ~~or Idaho Core Standards~~, such as a ~~certificate or a~~ general educational development credential (GED);
3. when the student no longer meets the eligibility criteria for special education services, as determined by the team after a reevaluation; or
4. when a parent/adult student has revoked consent for the continued provision of special education services.

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Definition of FAPE



NEW LANGUAGE!

- *Endrew F.* case (U.S. Supreme Court)
- ...offer an IEP that is specially designed and reasonably calculated to enable a child to “make progress appropriate in light of the child’s circumstances”, and emphasizing the unique needs of the child
- The educational program must be ‘appropriately ambitious’
- With an opportunity to meet challenging objectives

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More Endrew F



- Adding to the IEP language that the Team considers the unique circumstances of the child
- Appropriately ambitious
- Roles of IEP Team Meeting members
- Objectives and benchmarks



Ch. 4 – Section 7: State Eligibility Criteria



B. Disability Categories

14. Visual Impairment Including Blindness

State Eligibility Criteria for Visual Impairment: An evaluation team will determine that a student is eligible for special education services as a student with blindness or a visual impairment when all of the following criteria are met:

- b.** The student has documentation of blindness or a visual impairment, ~~not primarily perceptual in nature, resulting in measured acuity of 20/70 or poorer in the better eye with correction, or a visual field restriction of 20 degrees~~ as determined by an optometrist or ophthalmologist qualified professional, including one or more of the following:
 - i. Blindness – visual acuity of 20/200 or less in the better eye with the best possible correction at distance and/or near, or visual field restriction of 20 degrees or less in the better eye;
 - ii. Visual Impairment – visual acuity better than 20/200 but worse than 20/70 in the better eye with the best possible correction at distance and/or near, or visual field restriction of 70 degree or less but better than 20 degrees in the better eye;
 - iii. Eye condition – including oculomotor apraxia, cortical visual impairment, convergence insufficiency, or other condition;
 - iv. Progressive loss of vision which may affect a student's educational performance in the future;
 - v. Functional vision loss where acuity or visual field alone may not meet the criteria above.
- c.** The student's ~~physical~~ eye condition, even with correction, adversely affects educational performance.
- d.** The student needs specially designed instruction.

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Ch. 5 – Individualized Education Programs



In developing each student's IEP, the IEP team shall consider:

- 1) the strengths of the student;
- 2) the concerns of the parents for enhancing the education of their child;
- 3) the results of the initial or most recent evaluation of the student;
- 4) the unique circumstances of the student; and**
- 5) the academic achievement, developmental, and functional needs of the student.



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Ch. 5 – Section 1: IEP Initiation



A. Purpose of Meeting

The primary purpose of an IEP team meeting is to design an **appropriately ambitious** IEP that ~~shall meet~~ meets the unique needs of a student with a disability. The IEP team determines the special education and related services reasonably calculated to enable the student to receive educational benefits in the least restrictive environment. The parent/adult student shall be invited to the meeting and participate meaningfully. (Note: transition age students shall be invited to the IEP meeting). The IEP team members should come prepared to discuss specific information about the student's individual needs unique circumstances and the type of services to be provided to address ~~those needs~~ the student's unique circumstances.

The meeting format should invite open discussion that allows participants to identify and consider ~~all the relevant needs~~ unique circumstances of the student related to his or her disability and what is necessary to provide access to, participate in, and make progress in the general education curriculum. Placement decisions shall be considered *after* the special education services are determined and shall not be the determining factor in developing the IEP content.

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Ch. 5 – Section 2: IEP Development



C. Present Levels of Academic Achievement and Functional Performance, Goals, and Objectives and Benchmarks/~~Objectives~~

2. Although the content of present levels of academic and functional performance statements are different for each student individual present level of academic and functional performance statements will meet the following requirements:
 - a. The statement shall be written in objective, measurable terms ~~and~~ using easy-to-understand, non-technical language;
 - b. The other components of the IEP, including special education services, annual goals, and, ~~if applicable~~, objectives and benchmarks ~~objectives~~ for students who participate in Alternate ~~alternate~~ Assessments assessments (AA) ~~based on~~ Alternate Achievement Standards, shall show a direct relationship ~~with~~ to the content of present levels of academic and functional performance;
 - c. The statement shall provide baseline data for goal development;
 - d. The statement shall reference ~~general education~~ Idaho Content Standards, ~~or~~ Idaho Core Standards or Idaho Workplace Skills Career Readiness Standards, Employability Skills for Career Ready Practice, Idaho Core Content Connectors and Extended Science Standards, or Idaho Early Learning Guidelines (eGuidelines), as applicable;
 - e. ~~The~~ a statement ~~of~~ shall include the student's strengths and needs;
 - f. The statement shall include parental concerns for enhancing the student's education; and
 - g. The statement shall address how a student's disability affects his or her involvement and progress in the general education curriculum (i.e., the same curriculum used by students without disabilities).

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Ch. 5 – Section 2: IEP Development (2)



C. Present Levels of Academic Achievement and Functional Performance, Goals, and Objectives and Benchmarks/Objectives

3. Annual IEP goals shall be appropriately challenging and reflect the needs described in the present levels of academic and functional performance statements. Measurable academic achievement, developmental, and functional annual goals are designed to meet the student's unique needs that result from the student's disability, to enable the student to be involved in and make progress in the general education curriculum, and to meet each of the student's other educational needs that result from the student's disability.
 - a. A goal is a written, measurable statement, developed from the baseline data, describing what a student is reasonably expected to accomplish within the time period covered by the IEP, generally one year.
 - b. Goals are written to enable the student to be involved in and make progress in the general education curriculum and to meet other educational needs that result from the disability.
 - c. A goal shall be appropriately challenging given the circumstances of the student and include the behavior, the performance criteria, and the evaluation procedure.
4. Objectives and benchmarks are required for students taking Alternate Assessments AAs. based on Alternate Achievement Standards, a description of benchmarks or short-term objectives. The district has the discretion which benchmarks/objectives as described in this paragraph for all students eligible for IEP services to use. Objectives and benchmarks shall align with the present levels of academic achievement and functional performance and the annual goal, as a progression toward meeting the annual goal

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Ch. 5 – Section 2: IEP Development (3)



G. Statewide and Districtwide Achievement Testing

Section 1111(b)(2) of the Every Student Succeeds Act (ESSA) requires that includes requirements all students participate in statewide assessments.

This means that Students with disabilities are to be included shall participate in all state-wide and district-wide assessments. Participation rates and performance data, both aggregate and disaggregate, for students with disabilities are reported to the public annually.

The IEP team shall determine how the student will participate in state-wide and district-wide assessments: —without accommodations, with supports and accommodations, with adaptations, or by means of the alternate assessment (AA). The IEP team determines what the supports and accommodations and/or adaptations to a student will use based on those that are used regularly by the student during instruction or classroom testing and on what is listed documented in the accommodations section of the IEP.

The IEP team shall determine whether the student meets the state criteria for the alternate assessment. It should be noted that some students might participate in parts of the regular assessment and parts of the alternate assessment. For example, a student may participate with accommodations in the regular reading portion of the statewide assessment and may participate in the math portion of the statewide assessment using the alternate assessment.

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Ch. 5 – Section 2: IEP Development (4)



G. Statewide and Districtwide Achievement Testing

The following guidelines shall be used to determine how the student will participate in statewide and district wide assessments:

1. **Regular General** Assessment without Accommodations

The IEP team determines and documents in the IEP that a student with a disability can adequately demonstrate his or her knowledge, abilities, or skills on **statewide state** and districtwide assessments without accommodations.

2. **Regular General** Assessment with **Supports and** Accommodations

Appropriate **supports and** accommodations for students with disabilities shall be based on the individual needs of each student. **Supports and** accommodation decisions are made by the IEP team and shall be recorded in the IEP. accommodations should facilitate an accurate demonstration of academic achievement, developmental, and functional performance on state and district-wide assessments. They should not provide the student with an unfair advantage or change the underlying skills that are being measured by the test. **Supports and** accommodations shall be the same or nearly the same as those used by the student in completing classroom assignments and assessment activities. The supports and accommodations shall be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery **of academic content**. Accommodations *do not* invalidate test results.

This is the only other place that mastery is used and does not reference goals.

It is not intended to measure a student's mastery of IEP goals.

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Ch. 5 – Section 2: IEP Development (5)



G. Statewide and Districtwide Achievement Testing

3. **Regular Assessments with Adaptations**

A student may be unable to demonstrate what he or she knows or is able to do without using an adaptation. However, an adaptation inherently circumvents the underlying skills that the test is measuring; therefore, an adaptation *always* invalidates the assessment result. If an adaptation is included in the IEP for statewide and/or district wide assessments, it shall be one that the student uses in completing classroom assignments and assessment activities on a regular basis. Further, the use of an adaptation in statewide and district wide assessments shall be clearly coded on the student's score sheet.

The IEP team has the authority to make the decision that a student needs an adaptation in order to participate in statewide and district wide assessments, even though the adaptation *will* cause the student to score as "not proficient" and to be counted as NOT participating in the assessment under AYP determinations. All IEP team members, including the parent/adult student, shall understand (a) the possible consequences that could result from this decision and (b) its effect on diploma options and post school activities involving education, career opportunities, military service, and community participation.

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Ch. 5 – Section 2: IEP Development (6)



G. Statewide and Districtwide Achievement Testing

4. 3. Alternate Assessments based on Alternate Academic Achievement Standards (AAs)

AAs are a statewide testing option intended only for those students with the most significant cognitive impairments, in lieu of the general education assessment, with or without supports and accommodations. Participation in AAs reflects the pervasive nature of a significant cognitive impairment and requires that a student meet all participation criteria. Students with the most significant cognitive impairments represent about 1% of the total student population.

The IEP team shall consider a student's participation AAs on an annual basis using the participation criteria listed below. The IEP team shall document the student's testing status in the appropriate sections of the IEP.

a. Student eligible to Take Alternative Assessments based on Alternate Achievement Standards. A student must meet all four of the following participation criteria to qualify for the AA.

The IEP team shall find that the student, meets all of the criteria listed below to determine that he or she is eligible to participate in the alternate assessment:

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Ch. 5 – Section 2: IEP Development (7)



G. Statewide and Districtwide Achievement Testing

- 1) The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program accommodations and/or adaptations; has a significant cognitive impairment.
- 2) The student's course of study is primarily functional skill and living skill-oriented (typically not measured by State or district assessments); and is receiving academic instruction that is aligned with Idaho Core Content Connectors and Extended Science Standards.
 - a) The student's instruction and IEP goals/objectives/benchmarks address knowledge and skills that are appropriate and challenging for the student.
- 3) The student's course of study is primarily adaptive skills oriented, typically not measured by state or district assessments is unable to acquire, maintain, or generalize skills in multiple settings and to demonstrate performance of these skills without intensive and frequent individualized instruction.
 - a) Adaptive skills are essential to living independently and functioning safely in daily life, and include, but are not limited to motor skills, socialization, communication, personal care, self-direction, functional academics, and personal health and safety.
- 4) The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.
 - a) The student consistently requires individualized instruction in core academic and adaptive skills at a substantially lower level relative to other peers with disabilities.
 - b) It is extremely difficult for the student to acquire, maintain, generalize, and apply academic and adaptive skills in multiple settings, across all content areas, even with high-quality extensive/intensive pervasive, frequent, and individualized instruction.
 - c) The student requires pervasive supports, substantially adapted materials, and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

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Ch. 5 – Section 2: IEP Development (8)



G. Statewide and Districtwide Achievement Testing

b) Students Not Eligible To Take Alternative Assessments Based On Alternate Achievement Standards

b) Students ~~are not to be included~~ shall not qualify to participate in Alternate Achievement Standards ~~for~~ solely based on any of the following reasons:

1. The only determining factor is that the student has an IEP;
2. The student is academically behind because of excessive absences or lack of instruction; or
3. The student is unable to complete the general academic curriculum because of socioeconomic or cultural differences.
4. Having a disability
5. Poor attendance or extended absences
6. Native language/social, cultural or economic difference
7. Expected poor performance or past basic/below basic performance on the regular education assessment
8. Academic and other services student receives
9. Educational environment or instructional setting
10. Percent of time receiving special education services
11. English Language Learner (ELL) status
12. Low reading level/achievement level
13. Anticipated disruptive behavior
14. Impact of student scores on the accountability system
15. Administration decision
16. Anticipated emotional distress
17. Need for accommodations (e.g., assistive technology/AAC) to participate in the assessment

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Ch. 5 – Section 2: IEP Development (9)



K. Additional Transition Components for Secondary-Level IEPs

The following are required components for all secondary students receiving special education services.

1. Beginning with the IEP to be in effect when a student is sixteen (16) years old (or younger if determined appropriate by the IEP team), the IEP shall include:
 - a. present levels of academic and/or functional performance and a functional vocational evaluation where appropriate; based on an average age appropriate transition evaluation;
 - b. appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills;
 - c. transition services, including a course courses of study, that will reasonably enable the student in reaching postsecondary goals identified on the IEP which may include postsecondary education and training, employment and career counseling, community participation, independent living or adult services;
 - d. If appropriate, evidence that the student was invited to the IEP team meeting where transition services are to be discussed; if the student does not attend the IEP meeting, the IEP team must take other steps to ensure the student's preferences and interests are considered;
 - e. evidence that a representative of any participating agency was invited to the IEP team meeting with a prior consent of the parent or student who has reached age of majority; and
 - f. the graduation requirements for the student receiving special education services. Refer to Chapter 7 for more detailed information on documentation of high school graduation in the IEP.

The postsecondary goals and transition services shall be updated on the IEP annually.

2. Not later than the student's seventeenth (17th) birthday, the IEP shall include a statement that the student and parent has been informed whether or not special education rights will transfer to the student on his or her eighteenth (18th) birthday. Special education rights will transfer from the parent to the student when the student turns eighteen (18) years old unless the IEP team determines that:
 - a. the student is unable to provide informed consent with respect to his or her special education program; or
 - b. the parent has obtained legal guardianship.
3. When a student exits from special education as a result of complying with the Idaho Content Standards and such applicable district graduation requirements earning a regular diploma or aging out, the district shall provide the student with a summary of his or her academic achievement and performance along with recommendations concerning how to assist the student in meeting postsecondary goals.

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Ch. 7 - Section 1. Discontinuation of Services



A. Students Who Are No Longer Entitled to Services

2. Student Completes Requirements for a **Regular** High School Diploma

The district's obligation to provide special education services ends when the student meets the district and State requirements that apply to all students for receipt of a **regular** high school diploma without adaptations. Although this is considered a change of placement, a reevaluation is not required. Prior to graduation and the discontinuation of special education services the district shall:

- a. provide the parent/adult student with written notice of the district's obligation to provide special education services ends when the student **has met the Idaho High School Graduation and such applicable district requirements obtains a regular high school diploma** ; and
- b. provide the parent/adult student with a written summary of academic achievement and functional performance which shall include recommendations to assist the student in meeting his or her postsecondary goals. This summary is known as the Summary of Performance (SOP).

3. Student Reaches Maximum Age

For students who have not yet met **their the Idaho High School graduation and such applicable** district's **high school** graduation requirements, the district's obligation to provide special education services ends at the completion of the semester in which the student turns twenty-one (21) years of age. This is considered a change of placement that does not require a reevaluation. If a student is turning twenty-one (21), the district shall: Should we reference specific document form?

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Ch. 7 – Section 2: Graduation



Section 2. Graduation

Graduation means meeting district and State requirements for receipt of a **regular** high school diploma. If a student is not granted a high school diploma or if the high school diploma is granted based on completion of adapted graduation requirements, the student is entitled to receive a free appropriate public education (FAPE) through the semester in which he or she turns twenty-one (21) years of age or determined no longer eligible as a result of a reevaluation . A General Education Development (GED) certificate does not meet the **Idaho Content Standards and** district requirements that are comparable to a **regular** high school diploma. The IEP team **considering a student with a disability's graduation from high school making these decisions** shall include a district representative knowledgeable about **Idaho Content Standards State and such applicable district local** graduation requirements.

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Ch. 7 – Section 2: Graduation (2)



A. Individualized Education Program (IEP) Team Requirements Regarding Graduation

b. Graduation Requirements with Adaptations

Long-term consequences for the student shall be considered when adaptations are made to graduation requirements. Further:

- 1) Adaptations to graduation requirements shall specifically address completion of the student's secondary program.
- 2) Adaptations may alter the level of rigor required in the district or State graduation requirements. Examples of adaptations include changes made to course content, objectives, or grading standard that alter the level of rigor but will not include exempting or excluding the student from an opportunity to pursue or meet the Idaho Content Standards.
- 3) ~~Adaptations of any district or State graduation requirement shall be stated on the student's IEP. The team shall discuss with the parents the effect of adaptations on regular education diploma and FAPE~~

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Ch. 7 – Section 2: Graduation (3)



A. Individualized Education Program (IEP) Team Requirements Regarding Graduation

~~5—Demonstration of Proficiency of State Content Standards IDAPA-08.02.03.105.06) requires that each student achieve a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test (ISAT) in math reading and language usage in order to graduate.~~

~~Each student's IEP will include a statement of how the student will demonstrate proficiency on the Grade 10 Idaho Standards Achievement Test as a condition of graduation. If the method to demonstrate proficiency is different than meeting proficient or advanced scores on the high school ISAT or the ISAT-Alt, a student with an IEP may meet this requirement by:~~

- ~~a.—achieving the proficient or advanced score on the Idaho Standard Achievement Test (ISAT) or, for eligible students, on the Idaho Standard Achievement Test—Alternate (ISAT-Alt); or~~
- ~~b.—demonstrating proficiency on the content standards through some other locally established plan; or~~
- ~~c.—having an IEP that outlines alternate requirements for graduation or documents assessment adaptations (adaptations that will invalidate the assessment score).~~

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Ch. 7 – Section 2: Graduation (4)



B. Graduation Ceremonies

A special education student who completes his or her secondary program through meeting graduation requirements or criteria established on his or her IEP will be afforded the same opportunity to participate in graduation ceremonies, senior class trips, etc., as students without disabilities. ~~It should be noted the~~ Participation in a graduation ceremony does not mean that the student will receive a ~~in~~ ~~and of itself, equate to the receipt of a regular~~ high school diploma or indicate the completion of a secondary program.

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Ch. 7 – Section 3. Transcripts and Diplomas



B. Diploma

1. For students who are eligible for special education services, the district will use the high school ~~a regular~~ diploma at the completion of their secondary program through meeting graduation requirements or criteria established on his or her IEP ; this includes students who meet the graduation requirements with accommodations and/or adaptations.

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Ch. 9 - Private Schools



1. Clarifying the compliance with the consultation process
2. Removing the forms from the Manual
 - Cleaning up the forms and adding a notification of consultation process



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Ch. 10 – Section 1: Monitoring Priorities and Indicators



IDEA requires increased accountability for programs serving students with disabilities. Monitoring priorities include both performance and compliance goals. Accountability areas established by IDEA include a free appropriate public education (FAPE) in the least restrictive environment (LRE), Effective General Supervision, and Disproportionality. Each priority area encompasses specific performance indicators. These indicators include both performance and compliance components. Data on those indicators shall be collected, submitted to the State Department of Education (SDE), and publicly reported annually. That data shall be used to evaluate the effectiveness of programs and identify strategies to improve student outcomes.

The Idaho State Department of Education (SDE), is responsible for the design and implementation of a system of general supervision that monitors the fulfillment of the Individuals with Disabilities Education Act (IDEA) of 2007. The activities under the Idaho Special Education Results Driven Accountability (RDA) Monitoring System monitor local education agencies (LEAs) for results and compliance. Based on stakeholder input, the monitoring system includes a focus on providing supports to LEAs to meet the requirements of IDEA.

The Guiding Principles of the Results Driven Accountability Monitoring System are:

- A. Improving educational results and functional outcomes for all students with disabilities, and ensuring that Idaho meets the program required by IDEA, with a particular emphasis on those requirements that are most closely related to improving education results for students with disabilities.
- B. The RDA Monitoring System provides the framework for the SDE to partner with LEAs to be mutually responsible for student outcomes and is designed to guide and support districts in their pursuit of preparing students with disabilities to persevere in life and be ready for college and careers. To meet the general supervision requirements, the SDE will conduct an annual review of each LEA's performance on a pre-identified set of results and compliance indicators and special conditions areas. Data from the annual review will be compiled into the RDA Determination Report.

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Ch. 10 – Section 1: Monitoring Priorities and Indicators (2)



A. SDE Responsibility

As part of the SDE general supervision responsibilities, the SDE is required to collect, review, and analyze data on an annual basis to determine if the state and districts are making **adequate** progress toward the required performance goals. This accountability process includes:

1. measuring performance on goals both for the state and the districts;
2. monitoring based on district **performance result** and compliance data with the IDEA, and progress made toward meeting state goals;
3. identifying districts in one of the following **RDA Determination** categories: Meets Requirements, Needs Assistance, Needs Intervention, Needs Substantial Intervention;
4. **identifying districts in of the following Differentiated Levels of Support categories: Support and Guiding, Assisting and Mentoring, Directing;**

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Ch. 11 – Section 4: Written Notice



F. Objection to District Proposal

If a parent/adult student disagrees with an IEP program change or placement change that is proposed by the IEP team, he or she may file a written objection to all or part of the proposed change. The district will respond as follows:

1. If the objection is postmarked or hand delivered within ten (10) calendar days of the date the parent/adult student received the written notice, the changes to which the parent/adult student objects cannot be implemented **for fifteen (15) calendar days or as extended through mutual agreement by the district and parent/adult student while the parties work to resolve the dispute.**
2. If a proposed change is being implemented during the ten (10) day period and an objection is received, the implementation of that change shall cease.
3. If an objection is made after ten (10) calendar days, the district may continue to implement the change, but the parent/adult student retains the right to exercise other procedures under the IDEA.

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Ch. 11 – Section 4: Written Notice (2)



F. Objection to District Proposal

The parties may resolve a disagreement using methods such as holding additional IEP team meetings, or utilizing SDE Dispute Resolution processes, such as facilitation or mediation. If these attempts fail or are refused, the proposed IEP shall be implemented after fifteen (15) calendar days unless a due process hearing request is filed to obtain a hearing officer's decision regarding the proposed IEP, unless it is an initial IEP, the district may request a due process hearing regarding the proposed change. A parent's/adult student's written objection to an IEP or placement change cannot be used to prevent the district from unilaterally placing the student in an IAES in accordance with the IDEA procedures for discipline of a student or to challenge an eligibility/identification determination.

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Ch.13 – Section 1: Facilitation



A. Definition of Facilitation

Facilitation is a voluntary process during which dispute resolution contracted individual or individuals facilitate an IEP Team meeting or other IDEA-related meeting. The role of the facilitator is to help the IEP Team members including the parents/adult student and the student (when appropriate) communicate more effectively and efficiently. Facilitation supports early dispute resolution by providing assistance to the IEP Team before a conflict develops into a formal dispute. A facilitator is trained to help IEP Teams collaboratively plan for the IEP Team meeting, focus on key issues and move toward productive outcomes. Because the facilitator is not a member of the IEP Team, he or she can act as a neutral and impartial third-party providing balance, offer an outsider's perspective on the process, and help parties to be heard and understood by the rest of the IEP Team. Note: A facilitator will not be responsible for creating or documenting agreements decisions made by the IEP Team or in any other IDEA related meeting.

Facilitation is offered at no charge to the district or the parent/adult student.

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Ch.13 – Section 3: Mediation



A. Definition of Mediation

~~While~~ Discussions in mediation are not discoverable in pending or subsequent due process hearings or civil proceedings. ~~court process, and~~ Parties are provided an Acknowledgment and Notification of Confidentiality ~~(see the Notification of Confidentiality form in the Documents section of this chapter)~~. Written agreements produced in mediation are legally-binding and enforceable in state or federal court. With the agreement of all parties in the mediation, an IEP may be amended as part of a written agreement.

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Ch.13 – Section 3: Mediation (Cont.)



B. Mediation Requests

A request for mediation may be made in person, writing or via telephone by either a parent/adult student or a district representative at any point ~~in~~ when a disagreement occurs about the circumstances of the education of a student by the district dispute. The DRC will screen all mediation requests to determine the appropriateness of the mediation process for each individual case. Mediation is automatically offered when a state complaint involving an individual student or a request for a due process hearing has been filed. Mediation cannot be used to delay the state complaint process or a due process hearing timelines unless the parent/adult child and the district agree in writing to extend the 60 day timeline. The complaint timeline cannot be extended beyond 90 days.

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Ch.13 – Section 4: State Complaints



C. Methods of Resolving State Complaints

Mediation will be offered in a case by the DRC to the complainant and the district when the complaint involves regarding an individual student. The complainant and the district may resolve all, part or none of the allegations in mediation. If an agreement is reached, the complainant must notify the DRC in writing of the parties agreement. When the DRC receives this notification, any resolved allegations will be dismissed from the state complaint. If all of the state complaint allegations are not resolved, the SDE will investigate the remaining allegations.

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Ch.13 – Section 5. Due Process Hearings



C. Filing a Due Process Hearing

All applicable timelines will start when the request has been received by the non-requesting party and the SDE.

1. Due Process Hearing Request from Parent/Adult Student: A due process hearing may be requested on behalf of a student by a parent, adult student, or by an attorney, properly licensed in Idaho, representing the student.
 - a. A due process hearing shall be initiated within two (2) years of the date the parent/adult student knew or should have known of the issues giving rise to the allegation(s). The two-year timeline will not apply if the parent/adult student was prevented from requesting a hearing due to specific misrepresentations or the withholding of information by the public agency required to be provided by the IDEA.
 - b. A due process hearing can be initiated regarding issues pertaining to identification, evaluation, educational placement, or the provision of FAPE if the district proposes to initiate or change any of these matters, or if the district refuses the parent's/adult student's request to initiate or change any of these matters.
 - c. If a parent/adult student disagrees with an IEP or placement change by the district and have filed a written objection to all or parts of the proposed IEP or change in placement in writing within ten (10) calendar days of receiving written notice of the proposed change, the district may not implement the amended IEP for 15 days, unless a request for a due process hearing is filed by the parent/student during which time the student shall remain in the current placement unless otherwise agreed by the district and parent/student. The written objection cannot be used to delay the district from placing a student in an Interim Alternative Educational Setting (IAES) or the implementation of an initial IEP.

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Ch.13 – Section 5. Due Process Hearings (2)



C. Filing a Due Process Hearing

Due Process Hearing Request by a District: If the district initiates a hearing request, the district must inform the parent/adult student and the SDE. A district may initiate a due process hearing within two years of the dispute in an attempt to accomplish one or more of the following:

- a. override a parent's/adult student's refusal of consent for an initial evaluation or re-evaluation, or release of information;
- b. override a parent's/adult student's written objection to an IEP program change, an educational placement change, or disciplinary actions when there is an imminent threat to safety;
- c. the placement of a student in an Interim Alternate Education Setting (IAES) when there is substantial evidence that maintaining the current educational placement is likely to result in injury to the student or others;
- d. a determination whether an evaluation conducted by the district was appropriate or whether an evaluation obtained by a parent/adult student meets the criteria for a publicly funded Independent Educational Evaluation (IEE);
- e. ~~Resolution if a parent/adult disagrees with an IEP or placement change by the district, where the parent/adult student filed a written objection to the IEP or to all or parts of the proposed change in writing within ten (10) calendar days of receiving written notice of the proposed change, thereby stopping the implementation of the proposed change. If resolution through additional IEP meetings or mediation fails to resolve the disagreement, the district may request a due process hearing to obtain a hearing officer's decision regarding the proposed change. (NOTE: the written objection cannot be used to prevent the public agency from placing a student in an Interim Alternative Educational Setting (IAES) in accordance with the IDEA); or~~
- e. a determination if a proposed IEP is appropriate even if the parent/adult student has not filed a formal objection, [for example following a state complaint investigation.](#)

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Ch.13 – Section 5. Due Process Hearings (3)



Section 8. Attorney Fees

An IDEA hearing officer appointed by the DRC does not have the authority to consider or award attorney fees.

~~A Only state or federal district court will have has jurisdiction in to consider an award the awarding, determination, or prohibition of attorney fees in and IDEA matter. The court may:~~

~~**A. Prohibition of Attorney Fees**~~

~~**B. Exception to the Prohibition of Attorney Fees**~~

~~**C. Reduction in the Amount of Attorney Fees**~~

~~**D. Exception to the Reduction of Attorney Fees**~~

~~**E. Special Provisions Regarding Attorney Fees**~~

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**TWIN FALLS SCHOOL DISTRICT NO. 411
SCHOOL BOARD MEETING
HELD AT:
CANYON RIDGE HIGH SCHOOL, ROOM #301
TWIN FALLS, IDAHO 83301**

**July 17, 2019
5:00 P.M.**

AGENDA

5:00 p.m.

- I. Call to Order/Approval of the Agenda**
- II. Pledge of Allegiance**
- III. Unscheduled Delegations (Audience to Address the Board)**
- IV. Consent Calendar Action**
 - A. Approval of Certified Employees**
 - B. Approval of Certified Release of Contract**
 - C. Approval of New Classified Employees**
 - D. Approval of Classified Resignations**
 - E. Approval of Extra-Curricular Employees**
 - F. Approval of Extra-Curricular Resignations**
 - G. Approval of University Agreement**
 - H. Approval of Student Teaching Request**
 - I. Approval of Administrative Contract**
- V. 10 Year Plant Facilities Plan Update – Ryan Bowman (20 min)**
 - A. District Building Projects Update – Ryan Bowman**
- VI. 2015-2020 Strategic Plan Update – Eva Craner (20 min)**
- VII. 2018-2019 Data Review - Teresa Jones/L.T. Erickson/Bill Brulotte (30 min)**
- VIII.**
- IX. Superintendent's Goals and Objectives – Brady Dickinson (15 min)**
- X. Adjournment**

Motion to go into executive session:

I move that after a five-minute break the Board retire into executive session pursuant to Idaho Code 74-206(1) subsections (b) and (j);

- (b) to consider student discipline; superintendent evaluation;
- (j) to consider labor contract matters.

Action Items in open session:

- (1) Student discipline action,
- (2) Superintendent contract discussion and action.