

**MINUTES OF THE BOARD OF TRUSTEES
SPECIAL MEETING/WORK SESSION
Pocatello/Chubbuck School District No. 25
Tuesday, December 13, 2011
Board Room at the Education Service Center
8:30 a.m.**

BOARD MEMBERS/SUPERINTENDENT PRESENT:

Frank Rash, Chair (Excused)	Janie Gebhardt, Member
John Sargent, Acting Chair	Nate Murphy, Member
Jackie Cranor, Clerk (Excused at 10:40 a.m.)	Mary M. Vagner, Superintendent

A Special Meeting/Work Session of the Board of Trustees of Pocatello/Chubbuck School District No. 25 was held on Tuesday, December 13, 2011, at 8:30 a.m. in the Board Room at the Education Service Center, 3115 Pole Line Road, Pocatello, Idaho, as provided in Section 33-510, Idaho Code;

Welcome, Call to Order, and Convene Special Meeting

Acting Chair Sargent welcomed everyone and called the Special Meeting to order at 8:42 a.m. He said the purpose of the Special Meeting was to take Action to approve an abbreviated Human Resources Report. Ms. Vagner said the abbreviated Human Resources included principal mentor stipends to be paid in time for the December 20, 2011 payment that were not logged on the November Regular HR Report.

Take Action to Approve Abbreviated Human Resources Report

A motion was made by Ms. Gebhardt and seconded by Mr. Murphy to approve the abbreviated Human Resources Report as presented. The voting was unanimous in the affirmative.

Adjourn Special Meeting and Convene Work Session

Acting Chair Sargent adjourned the Special Meeting and Convened the Work Session at 8:43 a.m. He said the purpose of the Work Session was for the administration to discuss with the Board the following topics outlined in the agenda. He said Mr. Rash was excused for a prior appointment.

1. **K-8 Media Services Plans**
2. **Benefits Analysis**
3. **Draft SCF Technology Plan**
4. **Policy 8116 – Part-Time Enrollment/Attendance of Students & 8130 – Attendance of Students**
5. **SCF Legislation Implementation Reports: *Committee Update; Human Resources; Employee Services***
6. **PCCS Fiscal Audit Management Letter**
7. **Deliberation on the Election of Board Officers**
8. **Brief Updates: *Insurance/Wellness Committee Update; ISEE Uploads Update; Follow Up from Meeting with Legislators; December Meeting Schedule; February Work Session Coverage; Financial Condition of the State and Monitor all District Budgets; Festival of Trees Update***
9. **Head Start Governance Update**
10. **Public Comment**

Board Protocols for Public Comment will be followed at all Board Meetings. Patrons wishing to address the Board will fill out Form AD 2 – Request to Appear before the Board and present it to the Board Chair or Board Secretary prior to the meeting.

Board Operating Principles #22 & 23:

22) The Board will follow the chain of command referring others to present their issues, problems, or proposals to the person who can properly and expeditiously address the issues; 23) Board members will refrain from communications which create conditions of bias should a problem or complaint become the subject matter of a hearing before the Board.

K-8 Media Services Plans

Ms. Vagner said the District restructured duties and the media centers due to budget reductions. She said the media center restructuring plan addressed the media center specialist and plans for individual schools. Dr. Mortensen said included in the packet was a sample implementation plan from Gate City Elementary. She said with restructuring there was a variance between schools and the expertise of specialists in the schools so the District needed some flexibility in the planning process to ensure ownership and accountability. She said the template was created to bring some structure to expectations. She said principals pulled BLTs together using input from clerks and specialists to build a plan. She said Gate City's plan included a list of general services and the staff responsible for services and showed areas that were given consideration. She said some instruction was needed and each grade level was addressed in the plan to outline who would be responsible for a certain grade. She said a checklist of expectations was provided. She said the plan addressed technological skills, needs and strategies and professional development needs. She said there were consistent levels of service across the elementary schools and some of the differences were how much time a teacher spent with the class during library time. She said that was the biggest variance and was based on personnel. She said schools decided to open the library schedule rather than try and fit library time into one day with the media specialists which made it easier to arrange master schedules and has been an unexpected benefit. Ms. Gebhardt asked what the acronyms "POAC" and "MARC" stood for. Dr. Mortensen said "POAC would be corrected to "OPAC" and MARC would be corrected to "Destiny". Mr. Devine said included in the packet was the media restructuring plan for Irving Middle School. He said the plan created a closer relationship between the media clerks and the principals and teachers. He said teachers were staying with students to help train and supervise. He said there was a learning curve for the clerks but they were feeling more comfortable with responsibilities. He said the level of technology support had increased through PLC Mondays where specialists can ask technical questions regarding cataloging and ordering. He said professional development had been a big challenge with the increased demand for technology. He said there had not been any decrease in student use and there were no reports of students not getting the help they need. Dr. Mortensen said she participated on the PLC Mondays and specialists were providing training to clerks to ensure consistency which had not happened in the past. She said the situation was not ideal and she appreciated the willingness of specialists to provide and share their expertise in cataloging and ordering of collections. She said the next step was to visit with media specialists to review what collections need to be built.

Benefits Analysis

Ms. Vagner said the Board asked for an analysis of employee benefits at the August Board Meeting. She said the issue of differential benefits came up while reviewing the Pay Manual. She said the administration asked for time to prepare a thorough analysis of benefits and provide any history that went with it. She said the administration invited four administrators that were on staff at the time personal leave became a substitute for pay increases for administrators. Mr. Smart said the comparison analysis was included in the packet. He said the District had six employee groups: Administrative, Principals, Certified, Classified Exempt, Other Classified 12 month, and Other Classified 9-10 month. He said there were eight categories for benefits including: insurance which had no difference between any employee group, life insurance which had a \$100,000 benefit for administrators, principals and classified exempt and a \$50,000 benefit for all other employee groups. Ms. Cranor asked why the increased amount was not offered to the other employee groups. Mr. Smart said life insurance becomes taxable to the individual after \$50,000 and was reflective of pay scale. Ms. Vagner said it was also intended to aide in the recruitment and retention of administrators. Mr. Smart said the records only went back to 1986 in the current system and the different levels of life insurance were in place prior to that. He said the next benefit category was sick leave bank which included administrative and certified and in the last 10 years included classified staff. He said all employees were eligible to be part of the sick leave bank but had to work at least half-time. He said to be a member of the administrative sick leave bank the employee was required to carry Long Term Disability. He said the purpose of the bank was to ensure employees would not have to use up all of his/her sick leave while waiting for Long Term Disability to kick in. Mr. Sargent asked if Long Term Disability was offered to all employees. Mr. Smart said it was offered to all employees annually. Ms. Cranor asked if it was District or employee paid. Mr. Smart said it was the employees responsibility. He said the next benefit category was leave including sick leave, personal leave and vacation leave. He said sick leave was at 14 days per year for all employee groups regardless of the number of days worked. He said if the District paid more than 14 days of sick leave to any employee it would increase the employee's PERSI rate. He said PERSI did not differentiate employee groups and went by the highest rate. He said only administrative, classified exempt and 12 month classified were eligible for vacation leave. He said next was personal leave and all employee groups were eligible for personal leave, however administrative and principals were allocated ten days, while the remaining employee groups were allocated five

days. He said the change was implemented in 2001 as a contribution in lieu of a salary increase for principals. He said teachers were given a 4% salary increase that year and classified were given a 3% increase. He said reimbursement for personal leave days for a principal was \$65 per day and amounted to a lot less than a 3 or 4% salary increase. Ms. Cranor said her biggest question was that other surrounding Districts gave all employee groups around three personal leave days and our number seemed really high. She said she realized what happened but did not think anyone knew that administrators are allocated ten days of personal leave in lieu of a pay raise that happened once. She asked how many times the District had to allocate ten days to make up for a one time pay increase. Ms. Gebhardt said teachers continued to take that pay raise over the years. Ms. Cranor said she remembered when teachers were given the raise and no one ever stated that administrators received ten personal days so it surprised her. She said it was out of line with the rest of the state. Ms. Gebhardt said other Districts offered benefits that we could not and it was impossible to compare only one area across the state and know whether or not it was comparable. She said if the District were to take away the five additional personal leave days would it have to take away the 4% salary increase? She said the District did not compare salaries to other Districts in the state when making salary increase decisions. Mr. Smart said it was up to individual School Boards to offer varying incentives. He said most of the principals can't even use all of the ten personal days and work more days than they are paid for. Mr. Sargent agreed that he didn't know one administrator that used all ten days. He said it was a small benefit the District could offer. Ms. Vagner said administrators were expected to attend conferences or trainings even if it was over and above the contract terms. She said most of the interviewing and hiring took place off contract and was uncompensated and was never traded out during the school year. She said most administrators were reimbursed for about 50% of the personal leave days at \$65 per day which came to less than \$14,000 per year for all administrators and equaled a little over \$300 per administrator and was a small price to pay. She said the District had been unable to look at equity between employee groups since this change was made but settling a compensation package with no salary increase and adding five personal leave days for administrators was pretty minor. Ms. Cranor said teachers work a lot of extra hours too, not just administrators. She said she felt it would be fair to look at the discrepancy. Mr. Smart said there were quite a few disparities such as longevity increments which were given for principals and teachers but not for District Office administrators. He said the District had begun working on a new classified salary schedule but had to abandon any changes when the economy went into recession. He said only two employee groups were eligible for overtime and that was the 9-10 month classified and the 12 month classified. Ms. Cranor said she appreciated Mr. Smart putting this together but questioned the responsibility of the Board in allowing the additional personal leave days. Ms. Vagner said the District's salary schedules were in gross need of attention including the classified and administrative salary schedules. She said the District implemented a false corner about four years ago because some administrators were being paid a lower daily rate than some of the teachers in the school and the District was unable to recruit and retain administrators. Mr. Smart asked Mr. Hobbs if he had anything to add as he was an administrator in 2001. Mr. Hobbs said administrators voluntarily took no increase in 2001 because of the negative outlook the public had regarding administrators and teachers. He said teachers received a 4% salary increase and the impact to him as an administrator would have been about \$18,000 over the past 10 years. He said it also reduced the daily rate for a retiring administrator. He said administrators were given a one-time contribution of \$1,000, dues were paid for three years and the five additional personal leave days were allocated to make up for the loss in salary. He said there were many inequities that existed and it was impossible to make all things equitable due to the varying levels of responsibilities and professional expectations. He said an administrator's job is to make it possible for teachers to educate children by buffering a lot of issues and eliminating many distractions to teachers. He said a lot of work was done over the summer that was not compensated including many meetings to ensure everything is ready to go for when teachers return. He said there were many extra-curricular activities that occurred over the summer that administrators were required to supervise and were not compensated. He said any after hour issues were required to be attended to and were not compensated even if they occurred at 4 a.m. He said he agreed that teachers also put in a lot of time off contract but did not have any mandated activities off contract like an administrator did. He said another inequity was the fact that every employee received 14 sick leave days regardless of the number of days worked, so an employee who worked 9 months was given the same amount of sick leave as an employee that worked 12 months. He said a minor benefit was a small way to feel appreciated by the leaders of the District. He said if the District's administrator salary schedule was compared with other Districts in the state, there was a \$10,000 to \$12,000 discrepancy in many cases. He said some principals made a lower daily rate than some of the teachers in their buildings. He said administrators were lambasted for making too much money but a principal's salary was drastically lower when compared to the private industry for the same types of duties. He said it was impossible to make all things equal but appreciated the Superintendent and the Board doing what they could where they could. Ms. Cranor said she

agreed leaving the additional personal leave days as they were was a small way the Board could help and noted that nobody in public education was paid enough. Mr. Sargent said he was in favor of leaving the personal leave days as they were and possibly bring it up in the future. Ms. Gebhardt agreed. She said she recently heard Jamie Vollmer speak and he stated that no administrator or supervisor in the private industry would do what principals had to do for that level of compensation. Mr. Murphy said he could not see any reason to decrease anyone's benefits or compensation in the current environment. Ms. Vagner said the administration would maintain the status quo with employee benefits. She said another equity issue the Board would have to deal with would be the pay for performance disparities.

Draft SCF Technology Plan

Mr. Wegner said the administration anticipated completing the SCF Technology Plan by the end of the week. He said the state allocated \$376,000 to the District for the current year and would send the other half when the Technology Plan was submitted and accepted. He said last year the Instructional Technology Committee established goals and an action plan not knowing the state would implement this technology plan. He said the foresight to plan for technology increases positioned the District pretty well for the implemented changes. He said needs were identified based on data sources. He said one was the technology implications coming from the implementation of the Common Core State Standards (CCSS). He said a subgroup worked through any technology implications applicable to CCSS and there are a lot. He said others included the ISPI standards for students and teachers. He said last spring the District administered a survey to staff to determine the level of technology implementation District-wide to determine a baseline that the committee would use to identify needs. He said the state needed to know what the target student population and target teachers would be for technology. He said target student populations and teachers were identified in a SMART format in order to review the anticipated outcomes and how the technology would be implemented. He said it was important to identify needs and decide what technology to implement based on the needs. He said a subcommittee would meet the next day to review the budget and plan out the allocation of technology dollars from the state for the next several years. He said several line items still needed a dollar amount associated with the implementation of the technology. He said one of the major needs identified was to increase student achievement in writing as well as keyboarding in primary grades. He said these areas were a major focus of the CCSS. He said in order to implement the technology Districts required the infrastructure with a wireless environment. He said the committee would discuss how it could bring elementary and middle schools into a wireless environment. He said state funds were not able to be used for wireless at the high school level because the IEN was responsible for that portion. Ms. Cranor said she was impressed with the level of writing for elementary schools through the CCSS. Mr. Wegner said the administration was aware that the level of rigor in writing would be increased and had contracted with the Lee Pesky Learning Center for reading and writing training for the past couple of years. He said the District's technology template included a lot more information than the state required but provided a solid plan for working through the implementation of technology. Mr. Sargent said he thought the state should look at local support as much as possible. Ms. Cranor agreed. Mr. Sargent said he hoped that was a goal of the Technology Task Force. Ms. Vagner said she believed Idaho would contract with out of state vendors. She said the Board did communicate the importance of local support to legislators at the December 5, 2011 meeting. She said Districts had to look at the outcomes and what was needed for children academically as opposed to how neat the tools are. She said the Technology Task Force should also keep in mind that the tools that work today will still have to work five years down the road. Mr. Murphy said it was extremely difficult to plan for technological needs 5 years out when technology changed every year. Mr. Sargent said the District's Instructional Technology Committee had done an excellent job of reviewing every detail. Ms. Cranor said she could not fathom how the state expected to provide resources for the maintenance of technology. Mr. Wegner said the committee's goal was to provide greater detail prior to Board approval of the plan at the December 19, 2011 Special Meeting.

Policy 8116 – Part-Time Enrollment/Attendance of Students & 8130 – Attendance of Students

Ms. Vagner said the proposed changes to part-time and full-time enrollment had brought some negative feedback relative to exercising choice. She said the administration had further conversation with legal counsel and the State Department of Education to determine how Districts could track the attendance of a homeschool student or a dual-enrolled public school student. She said the SDE informed the District that homeschool students would be tracked by the state for fractional ADA. She said that information had not been provided to Districts. She said the elementary and secondary directors would be responsible to manually track students who were homeschool or dual-enrolled public school students and would enter the information into the ISEE system. She said the policies encompassed fractional ADA into the changes. She said the state indicated that it was not its intent that Districts

should educate children free of charge but had not implemented fractional ADA. She said the charter schools where dual-enrolled students were attending were getting full-day ADA for those students even if they were taking one period at the District which the District was not being funded for by the state. She said the SDE indicated that Districts should bill the charter or online system for the portion of ADA that the student is attending in the District. She said the policies established that the District would accept enrollment of the child once payment arrangements had been made with the other public entity. She said the policy language supported both types of enrollment and addressed the concerns of the parents who provided input in the fall while ensuring funding for the District. She said it also established the responsibility of the parents to enroll their child with full disclosure as to any other education the child is receiving to ensure shared funding. She said if the public entity did not cooperate with the District then the child would not be enrolled. She said the state would use the student ID number to track dual enrollment and if it moved to fractional ADA the problem would resolve itself. She said currently the SCF legislation only provides fractional ADA for two online classes. She said the two policies allowed for flexibility to meet the needs of those students whose parents exercise choice. She said typically the Board adopts policy on second reading but Policy 2310 allows the Board to adopt policy on first reading. She said all of the input that was received had been addressed in the current revisions so the administration was proposing the Board hear the policies on first reading for adoption at the December Board Meeting. She said after adoption the administration would be prepared to enroll children that were caught in the middle of the funding issue. Ms. Gebhardt asked if this change would apply to the second trimester for secondary. Ms. Vagner said it would. Ms. Gebhardt asked how extra-curricular would be affected. Ms. Vagner said the administration had researched each claim of denial of activity enrollment and none could be substantiated. She said one claim was regarding denial to participate in middle school soccer and the District does not offer soccer in the middle schools. She said the policy changes allowed the District to receive the fractional ADA and put responsibility on the parents and the public entities while providing children with opportunities. Ms. Cranor asked who funded homeschool students. Ms. Vagner said the state funded part-time enrollment for homeschool students. Mr. Sargent said he agreed with the language changes. Ms. Vagner said the changes were reviewed by legal counsel, Mr. Smart, Mr. Reed, Dr. Mortensen, Mr. Devine and herself and many perspectives were included in the changes. She said the administration would recommend adoption on first reading at the December Board Meeting.

SCF Legislation Implementation Reports: *Committee Update; Human Resources; Employee Services*

Dr. Howell said the SCF Committee had been working on pay for performance and Reduction in Force (RIF). He said the committee reviewed the current RIF policy and the new statute did not allow seniority as a consideration for a RIF and the policy had to be corrected to align with current statute and include other areas for consideration when implementing a reduction in force. He said the committee considered evaluations, professional development, and number of credits and/or degrees and tried to incorporate those areas into an equitable rubric. He said a reduction in force would only be implemented if deep budget reductions were imposed by the state. He said the committee was planning for the worst but hoping for the best. He said the committee anticipated bringing any policy changes to the Board in January or February. He said the administration brought the teacher evaluation tool to the last Board Meeting for approval and had reworked the form to apply to various employee groups such as social workers, counselors, nurses and school psychologists. He said the forms and some of the content was changed to fit to the specific responsibilities for each type of employee. He said each evaluation tool had three sections including goal setting, midyear review inclusive of parent input and a formal summative evaluation taking into account the full year and student achievement. He said currently the student achievement piece was fairly generic but next year 50% of the evaluation would be tied to student achievement and the committee would have to come up with something pertinent to this and hopefully with some direction from the state. Ms. Cranor asked if the 50% student achievement would be based on growth or on test scores. Dr. Howell said it appeared Districts would have some flexibility in determining student achievement based on specific goals. Ms. Vagner said the state had not clarified what student achievement would be based on at this point. Ms. Cranor said sometimes a student did not improve no matter what a teacher tried at least not in one year. Dr. Howell said it was even harder to predict what student achievement would be based on with state measures and assessments changing in the near future. He said the state required parent input to be part of the process but Districts had no idea what weight parent input would carry on the evaluation. Ms. Cranor said it did not make sense that teachers who were on long term leave were still required to be evaluated even though there was nothing to base the evaluation on. Dr. Howell said the evaluation tools were developed and would continue to be refined as the administration learned more. He said further changes were made to Policy 7141 which had been revised 7 times since he started in Human Resources. He said the changes were made to align the policy with SCF legislation. He said the statute changed contract categories from I, II and III to Category A and B. Ms. Cranor asked about

Category B teachers being offered a two year contract after four years. Ms. Vagner said the language was included in the Policy as it was pulled directly from the statute but the District decided to go with Category A teachers only since it had no way of knowing what the legislature would do from one year to the next. Dr. Howell said changes were made to the probation language. Ms. Cranor asked if teachers would be made aware of what evaluations would be based on and what the deadlines were. Dr. Howell said yes. Mr. Sargent said he asked at a previous Board meeting if the SCF Committee had any parent representation and it didn't at the time. He asked if the committee had considered adding any parent representation yet. Ms. Vagner said the committee was working through internal issues with the exception of parent input into evaluations. She said if a parental piece came up in the future the committee would include parent representation as part of the discussion. Mr. Sargent said there was a perception that parent involvement with their child's teacher is an issue and thought having a parent involved in the process would help them feel listened to. Ms. Vagner said the committee would include parents in any future discussion applicable to parent interests. She said the committee had a significant agenda and met twice a month to deal with pay for performance, reduction in force, assignment and transfer and Category A contracts. Mr. Smart said all parent input data was finalized and 23.5% of parents contacted participated. Mr. Murphy asked the percentage of parents that received a letter to participate. Mr. Smart said he recalled it was about 40% of parents. Ms. Vagner said some parents received a letter asking for input on a person they did not know. She said this happened because the law did not allow the District to create any criteria for which employees were included for input and some of the employees were guidance counselors assigned to a student that had never seen the counselor. Mr. Smart reviewed the pay for performance sample sheets. He said one example was for an audiologist that was not assigned to any school and had to be split between all schools. He said the District did not know and had no guidance from the state as to what would be done with early childhood staff which included Lincoln Center and Head Start. Mr. Smart said Head Start staff would not be eligible to participate in the state's pay for performance program as they were a fully federal funded program and not state employees. Ms. Cranor said it didn't seem fair that Head Start employees could not take raises when the District didn't take raises and were also not allowed to be included in pay for performance. Ms. Vagner said Head Start chose to be a part of the PEA's bargaining unit which is why they could not take raises when the District didn't. She said the Head Start program could choose to exempt themselves from the bargaining unit and would be eligible for raises whenever there was available federal funding. Mr. Smart said Head Start had the option of extending the number of days worked in order to receive more funds. He said the District did not submit Head Start employees to the state for funding so they were not eligible to participate in state funded initiatives like pay for performance. Ms. Vagner said the state would rank all schools and determine the number of teachers eligible and teachers in the top two quadrants would qualify for pay for performance for achievement. Mr. Smart said the entire model was developed by someone with too much time on their hands and was not very logistical for Districts this size. He said the District's checkbook had been posted to the website per Idaho code. He said he was unsure of whom this would benefit but the District did get a proposal from a salesperson based on the information included in the checkbook. He said new checkbook information would be posted monthly. He said it was difficult to develop but once it was created it was easy to update.

PCCS Fiscal Audit Management Letter

Mr. Reed said the draft fiscal audit management letter to the Pocatello Community Charter School was included in the packet. He said the administration was pleased with the audit report especially considering the number of concerns dealt with over the past few years. He said all of those concerns had been addressed and the administration commended PCCS for its tremendous effort to resolve the issues. He said the charter was operating on a shoestring budget but was able to balance the budget without a line of credit. He said the charter achieved its goals outlined in the three year plan. Ms. Vagner said the Board would be asked to take action to approve the letter and the submission to PCCS at the December Board Meeting.

Deliberation on the Election of Board Officers

Ms. Vagner said the issue of deliberation on the election of Board Officers was discussed at the September 21, 2011 Board Retreat. She said a subcommittee was convened to outline the criteria for Board discussion relative to the election of Board Officers. She said the committee determined the criteria should include interest in serving, experience on the Board, available for the time commitment and whether or not the Trustee was willing to be the spokesperson for the Board. She said deliberation would be informal but substantive prior to making any nominations. Ms. Cranor said she thought it was a good idea. Ms. Vagner asked the Board if it wanted to take formal action to adopt protocols or leave it informal. Ms. Gebhardt said it might be good to have a formal protocol in place to avoid confusion. Mr. Murphy said he was wary of putting a formal protocol in place because

the Board could be the same and decide it wants to something differently. Ms. Vagner said generic language could be drafted that would direct the administration to review the criteria and discussion prior to the election of Board Officers. The Board agreed with the informal direction.

Brief Updates: *Insurance/Wellness Committee Update; ISEE Uploads Update; Follow Up from Meeting with Legislators; December Meeting Schedule; February Work Session Coverage; Financial Condition of the State and Monitor all District Budgets; Festival of Trees Update*

Mr. Reed said there had been media coverage reporting a \$70 million surplus. He said he looked into the surplus number and found a graph showing actual revenue vs. the revenue appropriated by the legislature. He said the legislature did not fully appropriate all revenue received which left \$70 million to distribute between state agencies. He said so far there had been \$150 million worth of requests from various agencies for the remaining \$70 million that was not allocated. He said in reviewing the Idaho General Fund Revenue report it shows that the state is still \$62 million below projections overall which substantially reduces the unappropriated \$70 million. He said two factors in determining how the economy is doing are sales tax and personal tax which had come in consistently low over time and meant the state would be in this position for a while longer until those picked up. Mr. Smart said the Wellness Dashboard was included in the packet. He said Ms. Giles put the report together to show the overall picture of insurance benefits and participation. He said the Wellness Committee had worked to reduce premium increases by encouraging employee participation in the wellness program to hit the targets. He said Ms. Giles had done an incredible job of encouraging participation and making it user friendly. He said the administration also monitored the loss ratio. He said he would provide the report to the Board on a monthly basis. He said he anticipated completing the ISEE upload on Friday but had run into some issues with the way Infinite Campus reported attendance over a trimester which affected the accuracy of the data. Ms. Vagner said the administration would have more accurate ADA information for Pocatello and Century High Schools next week. Ms. Allen said she would provide a Festival of Trees wrap up report and thanked the Board attending. Ms. Vagner commended Ms. Allen for her hard work to make the festival a success. Ms. Allen said this was the District's third year running the festival. She said the District was able to invest in some improvements items over the last year and still made money. She said this year attendance increased by 200 participants. She said more trees and wreaths were donated than in previous years and had become more elaborate and beautiful each year. She said schools really stepped up and donated large beautiful trees. She said the gingerbread contest drew a lot more interest this year with an improved display. She said some of the subcommittees were already discussing ideas for next year. She said 50 more nativity displays were loaned for the event this year. She said the Foundation was able to invest in a Santa's Workshop background display that would last for years to come. She said overall the Foundation anticipated netting well over \$80,000. She thanked the hundreds of volunteers and the Stephens Performing Arts Center for their help in making the event a success. She said every penny went directly to classrooms. The Board thanked Ms. Allen for her hard work. Ms. Vagner said she drafted a summary from the meeting with legislators and sent it to the legislators that were unable to attend as well as the ISBA. She said Karen Echeverria said there were some legislators who might be interested in carrying a bill. Ms. Vagner said included in the packet was a revised Board Meeting schedule proposing the cancellation of the December Regular Board Meeting and having an abbreviated Special Meeting instead to include only those items critical for Board action. She said there would be no regular reports as most of the action items were routine. She said three student discipline hearings were scheduled that week that could be added to the end of the Special Meeting to avoid a six week delay until the next regularly scheduled hearings. She said the annual Superintendent's Conference and the ISBA Day on the Hill were scheduled for the same week as the February Work Session and she was working on options for the meeting.

Head Start Governance Update

Ms. White said the Head Start blocks were designed with stripes representing the bars of poverty and the stars and arrows representing moving out of poverty. She said the Head Start Act went into law in 2007. She said the School Board was the governing body of the Head Start program and was responsible for the legal and fiscal oversight. Ms. Young said Ms. Cranor volunteered to be the Board representative on the Head Start Policy Council and directly with the Head Start Board. She said that did not mean the rest of the School Board members had no responsibility. She said the acceptance and enrollment of Head Start children is made by the Head Start Policy Council and votes on and approves the process. She said the Head Start Act dictates that Head Start representatives must present certain information to the School Board. She said the mandated information was included in the packet. She said the School Board was responsible to review major Head Start policies. She said the District allowed Head Start to utilize the District's personnel policies but some policies were unique to the

Head Start program. Ms. White said the council conducted a self-evaluation and an action plan was put into place to ensure goals are met. She said Head Start's three year federal review was next year. She said the Pocatello Head Start program was prepared for the three year federal review as well as any unannounced reviews. Ms. Young said about 10% of the program reviews are unannounced. She said the review process had been revised to include regional officers to conduct mini-reviews and was a continuous process. She said included in the packet was a copy of the Head Start Act, a schedule of Appendix A and the Governance Policies and Procedures. She said Policies and Procedures were reviewed to ensure all requirements of the Head Start Grant were met. Mr. Sargent asked when the Head Start Program was founded. Ms. Young said the Pocatello Head Start Program was one of the first in the nation which began in the summer of 1965. She said the program served 186 children. She said last year 212 families were served overall. She said currently close to 135 income-eligible families were on the waitlist. She said she wished more federal funding was available to support those families. She said school readiness was becoming much more formalized and goals were being written and submitted regularly. Ms. Gebhardt said she had heard concerns regarding children that come to the program without any English. Ms. Young said the Pocatello program had not had that concern but some programs in the nation had over 100 different languages spoken in one program. She said in the history of the Pocatello Head Start program very rarely were there more than one or two families that did not speak any English and the Migrant Council served a lot of Head Start children as well.

Public Comment

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22) The Board will follow the chain of command referring others to present their issues, problems, or proposals to the person who can properly and expeditiously address the issues; 23) Board members will refrain from communications which create conditions of bias should a problem or complaint become the subject matter of a hearing before the Board.

There was no public comment at the time of the meeting.

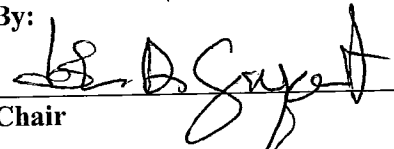
Adjourn:

Acting Chair Sargent adjourned the Work Session at 11:15 a.m.

APPROVED ON:

FEBRUARY 21, 2012

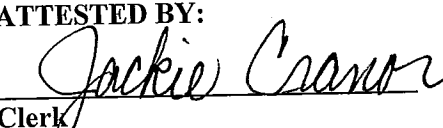
By:


Chair

MINUTES PREPARED BY:


Secretary, Board of Trustees

ATTESTED BY:


Clerk