

**MINUTES OF THE BOARD OF TRUSTEES
SPECIAL MEETING/WORK SESSION
Pocatello/Chubbuck School District No. 25
Tuesday, September 10, 2013
Board Room at the Education Service Center
1:30 p.m.**

BOARD MEMBERS/SUPERINTENDENT PRESENT:

Janie Gebhardt, Chair
Jackie Cranor, Vice Chair
Paul Vitale, Clerk

Jim Facer, Asst. Treasurer
Dave Mattson, Member
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, September 10, 2013, at 1:30 p.m. in the Board Room at the Education Service Center, 3115 Pole Line Road, Pocatello, Idaho, as provided in Section 33-510, Idaho Code;

Convene Work Session

Chair Gebhardt Convened the Work Session at 1:36 p.m. She reviewed the agenda and the addendum and said the Special Meeting/Work Session was for the purpose of the administration discussing with the Board the following topics:

1. **Convene Work Session**
2. **Elementary Grading Practices**
3. **Elementary PE Restructure**
4. **Pocatello High School Final Accreditation Report**
5. **SAT Scores**
6. **Differentiated Compensation Plan**
7. **Annual Transportation Report**
8. **Capital Improvement Projects (CIP) Overview and Timeline**
9. **Annual Energy Conservation Report**
10. **Pay Manual Revisions**
11. **2013-14 Budget Adjustments**
12. **Family Advocate Wage Adjustment**
13. **Reports:** *Board Communications Topics for 2013-14; Budget & Wellness/Insurance Committee Overview 2013-14; Policy 8351 – Student Activity and Participation Fees and Students Fines; Opening of Alameda Middle School*
14. **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. Because of the diversity of issues, members of the Board may not respond to delegations. Instead, issues are recorded and referred to the proper staff member for follow-up. The Board is informed of these efforts by the staff member responding to concerns.

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.
15. **Adjourn Work Session**
16. **Convene Special Meeting for the Purpose of an Executive Session in the Board Room in Accordance with Idaho Code Section 67-2345 (1) (b) To consider the evaluation, dismissal, or disciplining of, or to hear complaints or charges brought against a public officer, employee, staff member or individual agent;**
17. **Return to Open Session and Take Any Action Pertinent to Personnel**
18. **Adjourn**

Elementary Grading Practices

Dr. Mortensen said included in the packet was a memorandum detailing the explanation of the new elementary grading practices. She said the District was moving to a standards based system which changed how instruction was delivered and presented an opportunity to look at grading practices across the elementary schools and to communicate with parents how their student was doing in relation to the standards. She said the District had already started the practice at the Kindergarten level and always intended to eventually implement the practice across all grade levels. She said the District had a history of using learning targets that were set from the standards. She said with all of the unit work that was done in ELA and math the District was able to identify specific standards that students would work on and developed statements of learning targets that set the expectations of student learning in student friendly terms. She said when students were able to see the targets it was a powerful motivator for them. She said a standards based system should be transparent and ongoing and have greater academic expectations. She said it was hard to know what the old grading system really meant. She said the new system would be a lot more specific in how teachers communicated how students were doing. She said updates would be available to parents 24/7 and not just on a report card three times a year. She said the new system would be manageable for teachers. She said the District would start with ELA and math this year because units were built around those areas. She said the six week reporting period was kept in mind because it was Board Policy. She said Infinite Campus was an incredible tool and parents and students had access to look up grades and progress at any time. She said a student's assignments, tests and projects would be listed under the learning targets as evidence that students were progressing. She said in the Infinite Campus Parent Portal, parents could see their child's learning targets and any assignments. She said the parent would be able to click on an assignment to review the details of the assignment. She said parents also wanted to know how their child was doing relative to behavior which was an important part of the District's reporting system. She said expectations had been changed to reflect the District's expectations for a 21st century classroom learner and students needed to meet those expectations in order to be successful. She said the behavior piece was part of a student's learner profile that would be mailed to parents three times per year. She said it would be a reminder for parents to look at the grade book to monitor their student's progress. She said the learner profile would also report on specific areas like punctuality and whether or not the student was engaged in the classroom. Ms. Cranor asked if students would fit into one category or if specific skills would be checked off in each category. Dr. Mortensen said the details were still being worked out but the District planned to assign "Meets Targets", "In Progress" or "Does Not Meet" categories for each of the learning targets. She said if a teacher identified a student as being close to reaching a specific target that area could be highlighted for parents. She said all three categories would be reported with different levels of meeting expectations. She said the District was subject to working within the capabilities of Infinite Campus. Ms. Cranor said she was concerned that some parents would not be happy about their child not getting a letter grade. Dr. Mortensen said one example was that spelling could be included in the learning targets for History and a research project could be listed as evidence that the learning target was used in that content area. Ms. Cranor asked if there was any way for a parent to alter a report in the system. Dr. Mortensen said no. She said parents could access reports to review them but could not make any changes. She said it was set up the same way right now but the new report would look different. Ms. Cranor asked if teachers had to enter information on a specific day. Ms. Vagner said teachers had a record day at the end of each trimester in which to update their grade books but were able to update information at any time. Dr. Mortensen said all of the evidence collected by teachers was entered in real time and was dynamic and ongoing. She said teachers were expected to update gradebooks. Mr. Vitale noted the categories were pretty broad and asked if there were any finer distinctions. Dr. Mortensen said the learning targets were pulled directly from the units that would be taught in class. She said one of the targets could be something like "I can produce an opinion based on my writing skills" and the assignments would be evidence that the student was moving towards that target. She said along the way teachers could identify whether or not a student was nearing or meeting that target. She said with a standards based system it was about where a student ends up. Ms. Vagner said it would be an evolving process and the communication would be intense. She said the administration was developing a communication plan for parents and would look at refining the process over the summer. Mr. Vitale said he wondered how this would work at the high school level. Ms. Vagner said the District was nowhere near being ready to implement any grading practice changes at the secondary level, but eventually students would have portfolios that showed targets over the long run. She said the part that would be even more difficult was aligning learning targets to post-secondary skills. Dr. Mortensen said the administration anticipated hearing from some parents that wanted to see an A on their child's report card. She said parents would start to understand how schools were implementing ICS when their child came home with a

completely different looking report card. Mr. Facer asked if the report would only be available online. Dr. Mortensen said schools would print a hard copy for parents who requested one, but the expectation was that parents would create a Parent Portal account and access the information online. She said parents who did not have a computer usually had a smartphone which could also be used to access the Parent Portal. Mr. Mattson asked how the evidence would look. Dr. Mortensen said the evidence could be an essay written about a particular subject with a description as to how the student did on the essay. She said teachers would decide what evidence aligned with the learning target and whether or not a student met that target. She said the new SBAC was driving the new reporting system. She said the new test questions ask for evidences that a student is able to do a particular thing. Ms. Vagner said the Board would be asked to take action directing the administration to move forward with the changes at the September 17, 2013 Regular Board Meeting. Dr. Mortensen handed out a brochure that would be presented to parents during Back to School nights communicating the changes. Ms. Vagner said families moving in from other areas were most likely familiar with this grading practice. Mr. Facer asked if anyone could see a student's learner profile. Dr. Mortensen said no. She said it was a secure system that required a specific parent portal code and password and only the parent could see their child's information.

Elementary PE Restructure

Dr. Mortensen said included in the packet was a memorandum directing elementary teachers to provide at least 30 minutes of PE instruction every other week K-5. She said it was not feasible for the District to meet each one of the state's PE standards so the administration selected two standards to focus on. She said principals provided a PE schedule to show how the school was meeting the minimum requirements. She said she received feedback from the principals relative to the implementation of PE instruction. She said a lot of schools were choosing to do more than the minimum requirement and were coming up with creative ways to structure activities. She said some schools were combining their efforts. She said PE instruction was being delivered at least to the degree that it was the year before. Ms. Cranor said some room had been freed up in the elementary schools with the boundary shifts so children were able to spend more time on PE. She said her biggest disappointment with the new PE structure was that there was no focus on lifelong skills. She said she would like to see each grade level focus on a lifelong skill and have the school incorporate some of those activities into the PE instruction. She said even being introduced to one new activity could help a student develop a lifelong skill. She said it was important for kids to have exposure. Ms. Vagner said there were many lifetime skills included in personal fitness which could easily translate into a lifelong skill. She said a student's diversification really began in middle school based on the activities they learned in elementary school and even more so in high school. She said elementary schools had field trips for things like cross country skiing which was a lifelong skill and planned to introduce snowshoeing. She said the resources and time for a field trip to learn how to bowl may not be practical. Ms. Cranor asked what PE was required in high school. Mr. Wegner said PE was included as part of the health curriculum but was now an elective. Ms. Vagner said most students chose to take PE. She said the State Board may decide to add PE as a graduation requirement. Dr. Mortensen said most of the schools had a walking track and walking clubs and were constantly working to develop those lifelong skills with children. Ms. Gebhardt said a lot of the schools were doing activities more frequently than every other week. Ms. Vagner said freeing up space in the elementary schools provided more options for PE instruction.

SAT Scores

Mr. Wegner said included in the addendum was the Idaho SAT Score Report. He said the benchmark for the SAT for each section was 500 and collectively was 1,550. He said scores were provided for reading, math and writing. He said the state's score in critical reading was 454 and the District's was 456. He said each of the high schools was listed beneath the scores. He said the report showed the school's percentage over or under compared to the state and District. He said the state's score in math was 453 and the District's was 444. He said the state's score in writing was 447 and the District's was the same. He said the next section of the report compared the previous year to the current year's results which was also broken down by content area. He said the District had a 0.4% increase in reading, a 0.4% decrease in math and a 1.1% decrease in writing. He said the SAT makeup day was November 2, 2013 for students that missed the testing opportunity last year. He said all juniors would take the SAT on April 16, 2014 and would have a makeup day one week later. Ms. Cranor asked if there were any pre-test resources. Mr. Wegner said there were a lot of resources available. He said the state would provide the PSAT test for sophomores which would offer students exposure to what the SAT test would be like.

Pocatello High School Final Accreditation Report

Ms. Vagner said in the spring the Pocatello High School administration provided a verbal report of the accreditation process and summarized the commendations and recommendations that came from the audit team. Mr. Cotant said the administration was in the process of finalizing a timeline for the recommendations resulting from the audit. He said the school needed to develop a Vision and Mission Statement and the school staff was very supportive. He said Ms. Delonas had been working on developing the statement prior to the start of school. Ms. Delonas said on a scale from 1 to 4 the school received a 4 in Collaborative Learning Communities based on the audit team's investigation and the documentation provided by the school. She said the documentation provided included information on the school's ICU program and teachers communicated with parents regarding their student's progress. She said post cards were sent home on a regular basis. She said teachers also called parents with positive notifications when their students were doing well. She said the school implemented consistent grading practices across all departments. She said the school received a 4 in using a range of media to support educational programs. She said the high score was a result of the school capitalizing on the technology opportunities offered by the District. Ms. Cranor asked why the school received a 2 in equipment and maintenance. Ms. Delonas said during the audit team's investigation it was reported by some students and staff that the grounds tended to gather debris and garbage. She said with a student body of 1,100 children and a cafeteria that only held 300, students ended up eating all over the grounds and not all of them threw their garbage in the cans provided. Mr. Mattson asked if the school needed more cans. Mr. Cotant said there were more than enough but some students chose not to use them and other times the lids were blown off by the wind and garbage scattered. He said overall Varsity was doing a good job of keeping up and keeping the building clean, but sometimes trash gathered throughout the school day before Varsity could get there. Ms. Delonas said the school was one of the first to go through the auditing process with the new accreditation group. Mr. Mattson asked why the school was selected. Mr. Cotant said it was a rotation schedule. He said the administration was aware that its accreditation audit review was coming up but did not know it would be conducted by a new group. Ms. Delonas said the administration shared a lot of information with other schools that were approaching their accreditation review. She said the administration decided to involve the entire staff in the accreditation process rather than having a smaller team and the evaluators had never seen that. She said the administration encouraged the staff to be very honest in order to identify areas of improvement. She said the review team noted that the staff and administration was a little too hard on themselves in a lot of areas and raised the actual score from the self-evaluation score. She said the audit team found a lot of areas they were impressed with during the interview and observation process. She said the powerful practices were listed in the report and included EOCs, the use of PLCs and the use of technology. She said the audit team also addressed the areas of improvement. She said the staff gave the school a score of 1 in the Vision/Mission category because a lot of people were unaware of the school's Vision and Mission. She said the audit team said it was clear that the school had a common and clear focus and goals and just needed to identify it. She said the administration started working with key people in the community including parents over the summer in an effort to help "rebrand" the school, come up with a Vision and Mission Statement and a new school slogan. She said the group decided that the school's Vision and Mission Statement would be "Honoring the Past, Creating the Future". She said the administration presented the statement to the faculty on the first day of school and communicated the focus for the school year. She said the school was deeply rooted in tradition and honoring the past and creating futures for children seemed to be the most appropriate Vision and Mission for the school. She said the administration had not yet developed a timeline for completion but had identified a task list that included creating brochures to showcase the school. She said the new brochures would include the new Vision and Mission Statement on the front. She said the brochures would also identify specific paths that were available to students depending on their area of focus. She said they would include information on how to capitalize on credits and plan for a post-secondary career. She said many of the students at Pocatello High School were first generation college attendees. She said another task identified was to video tape school events including field trips, clubs, fundraising activities and creating a short video to show what the school was all about. She said it was part of the PR plan to celebrate the school. Ms. Cranor said one of the TV stations used to do student vignettes. Ms. Vagner said the District just finished filming new student vignettes and was waiting for them to be aired. Ms. Cranor said the school should include areas like their graphic arts program in their PR Plan. Ms. Delonas said the school planned to create a parent resource center that would include information on things like aide for food, rent and supplies. She said the school would purchase computers that would be devoted to parent use for families that did not have access to a computer or the internet. She said parents would be provided with information that could be taken with them. She said many of the students at Pocatello High School were homeless and the administration was working to make information available without having

one on one meetings. She said another recommendation from the review team was to address the frustration from staff regarding the use of PLC time. She said the administration broke out PLCs into specific content areas so teams could meet to specifically discuss algebra or geometry rather than math in general that way PLC time was specific to the teachers' needs. She said the only required action from the review team was to train teachers in the analysis of data. She said the administration worked with the Department Chairs but needed a system for Department Chairs to work directly with teachers on analyzing data. Ms. Vagner said the administration would ask for the timeline the following month. Ms. Cranor said the review team appeared to be happy with the overall results. Mr. Mattson asked if the school was sharing its best practices. Ms. Delonas said the administration had been sharing information with anyone that called. Ms. Cranor said she agreed that the school needed to promote its successes to the whole community. She said a lot of people in the community did not have the opportunity to see all of the successes that the administration saw. Mr. Cotant said the administration constantly tried to get coverage from the media but most of the time did not get any response. He said overall the media coverage was pretty good. Ms. Delonas said celebrating successes with the community was one of the school's main goals.

Annual Transportation Report

Mr. Leiby said he would cover four areas in his transportation report including discipline, driver qualifications, routes and operating costs. He said last year was the best year the department had ever had relative to student discipline. He said last year the department only issued 272 bus tickets for the entire year. He said with 6,000 students registered to ride the bus that was very impressive. He said the year before that the department issued 494 tickets. He said when the department first started tracking behavior and issuing tickets that number had been as high as 680 tickets. He said he could not remember any serious discipline incidents taking place on the bus last year. He said the low number was directly attributed to a highly qualified and skilled driving staff. He said it took most drivers about one year to hone their student management skills and to build relationships. He said once those were developed the student discipline was much easier to manage and students were more willing to follow the rules. He said this year and the year before was the first time the department had started the school year fully staffed which contributed to good student behavior. He said the expectations for good behavior on the school bus followed students throughout the school day and helped the overall educational process. He said all of the discipline was handled through the transportation department including issuing tickets, making calls and meeting with parents. He said the school administrators and superintendent were involved in the process as needed. He said discipline records were entered into Infinite Campus as part of the student's school record. Ms. Cranor asked if Kent Hobbs was directly involved. Mr. Leiby said if a parent wanted to appeal a ticket, or if the behavior was severe, then Mr. Hobbs was involved. He said it did not happen very often. Mr. Facer asked what Mr. Leiby anticipated for this year. Mr. Leiby said he anticipated a slight rise in student behaviors due to the bus new routes and the time it would take to build new relationships and set expectations. He said for the most part drivers were experienced enough to set the expectations early. Ms. Cranor asked if the drivers practiced the new routes prior to starting the year. Mr. Leiby said yes. He said Ms. Dial was the mastermind behind creating the new routes. Mr. Mattson asked if getting a bus ticket affected ridership. Mr. Leiby said usually students were given a warning ticket and parents were notified, but ridership was not affected. He said the next ticket was documented as a discipline incident and a student could receive three before riding privileges were suspended. He said drivers had the latitude to suspend a student on the first incident depending on the seriousness of the violation. He said drivers worked with the families to try and keep students riding but sometimes the behavior was too severe. He said high school students were suspended on the first incident. He said the time of suspension started out short and became longer as the number of violations increased. He said all drivers were required to hold a CDL license with a bus and passenger endorsement. He said all drivers were drug and alcohol tested before being hired and were randomly tested on a monthly basis. He said between eight and ten bus drivers were tested each month. He said all drivers were required to hold a medical card to ensure they were safely able to operate a bus. He said the District had lost some good drivers over the years due to their inability to hold a medical card. He said stricter federal guidelines were expected in the future which could affect the workforce even more. Mr. Facer asked how many bus drivers the department had. Mr. Leiby said there were 110 drivers including substitutes. He said Ms. Dial and Mr. Ferguson shared supervisory duties. He said drivers were required to complete 130 hours of training before being allowed to drive unassisted. He said drivers were monitored to make sure they met all guidelines and expectations. He said it was not an easy job and drivers had to perform their duties in a fishbowl. He said drivers constantly interacted with traffic and irritated motorists while maintaining student behavior on the bus. He said it was a thankless job and most of the calls received by the department were not complimentary. He said bus drivers were dedicated and cared about students. Ms. Cranor asked how many new drivers there were this year. Mr. Leiby

said the department hired seven new drivers over the summer. He said three of them did not stay on after the start of the year which was typical. He said almost all of them stated they did not know how difficult it would be. He said most drivers came to love their job and the students. He said last year the department spent countless hours on creating new routes due to the boundary shifts and were able to finalize the routes in July. He said the public was informed in August and had a smooth transition at the start of the school year. He said the routes were well timed with only minor delays due to construction. He said the only major problem at the start of the year was the overcrowding on busses from Franklin and Hawthorne Middle School but was quickly resolved once rider counts were completed. He said the department was able to make the necessary adjustments and resolve the issue within the first week of school. He said the public was very understanding throughout the process. He said the department continually changed and improved routes as more accurate ridership counts were conducted. He said drivers were running the exact number of regular routes as the year before with the exception of special education students. Ms. Cranor said she had heard that some parents were concerned about mixing middle and high school students on the same bus in some areas of the community. Mr. Leiby said the department was aware of the concerns but had always transported middle and high school students on the same bus. He said the department was looking into a solution. Ms. Cranor said the parents were concerned about the bus ride taking longer than usual. Ms. Dial said all of the routes were under 1 hour which was the standard. Mr. Leiby said some of the major construction projects contributed to a longer bus ride and the department was looking into what could be done to improve the situation. He said the practice of combining middle and high school students was very common in all School Districts and no one could afford to purchase enough busses and hire enough drivers to transport the two groups separately. He said elementary students were never combined with secondary students. He said the schools that had combined routes included Pocatello High School and Irving Middle School, and Highland High School and Franklin Middle School as drivers had a vast area to cover. He said the District would need 13 new busses in order to transport those students separately. He said staggered bell times allowed the department to remain under the funding cap and allowed a driver to complete three runs before the start of school. Mr. Leiby said he recently completed the reimbursement claim for the previous year and operating costs were very similar to previous years and were the lowest in the state for a District of this size. He said the department operated at 55% of the state average for cost per student. He said there were a lot of reasons the costs were low but the biggest was the staggered bell schedule which helped to keep routes short. He said without the staggered bell schedule the District would need three busses to get students to school on time rather than one bus running three routes. He said it was common in other Districts for students to be on the bus for over an hour and half. He said none of the District's routes took that long. He said the department overhauled the bell schedule several years ago to improve route times and to keep costs low. He said Nampa School District was losing \$63,000 in reimbursement from the state due to being over the funding cap. He said the District did well in that area. He said transportation was only reimbursed at 75-85% so anywhere from 15-25% came out of a District's general fund to operate the transportation department which made it critical to keep costs low. Ms. Gebhardt asked if the state reimbursement covered increased fuel costs. Mr. Leiby said yes it was an allowable expense and was where the bulk of the budget was spent. He said unallowable expenses included things like extra-curricular trips. He said allowable and unallowable expenses fluctuated based on the action of the legislature. Ms. Vagner said there were two major changes to transportation funding based on the action of the legislature which severely limited funding. She said all of the District's spare busses were in use and there were no spare special education busses. She said Ms. Sanford spoke to the need for special education busses at a previous meeting and said the CIP Committee would have to weigh the need for additional busses and the other maintenance projects that had been deferred within the available dollars. Ms. Cranor asked if the department was no longer bussing Head Start students. Mr. Leiby said they were not with the exception of IEP students. Ms. Cranor asked about field trips. Mr. Leiby said the number of busses requested for field trips had greatly decreased since those trips were no longer an allowable reimbursement cost. Mr. Facer said he appreciated all of the hard work of the transportation staff and the drivers.

Capital Improvement Projects (CIP) Overview and Timeline

Ms. Vagner commended the maintenance department for the extraordinary work done by the staff during the severe flooding in the community. Mr. Gwynn said it was a very rare occurrence. Mr. Reed said this was one of the busiest summers on record since he had been with the District. He said Mr. Gwynn had done an excellent job and the District could not have gotten through such a busy summer without his expertise. He said Gate City elementary had a large number of book cases that had to be moved in order for the maintenance staff to install new carpet. He said the District had 27 facilities, 1.6 million square feet, 205 acres of green space, 55 acres of parking lots and playgrounds, 16 miles of sidewalk, 29 gyms, and was responsible for the upkeep of \$250 million

of equipment. He said the department averaged around 12,000 work orders per year to be tracked, scheduled and completed. He said the department had 31 maintenance positions including plumbers, electricians, locksmiths, carpenters, welders, groundskeepers and supervisors. He said most of the staff had been with the District for a considerable amount of time. He said the District had 49 custodians which was six less than the year before. He said custodial duties were contracted at the secondary level. He said the vision of the department was to operate low or no maintenance areas that were attractive, usable and easily maintained. He said the District's facilities were built to last for 50 to 100 years. He said the department had to complete quality work to ensure the buildings lasted. He said the department had to be more efficient and productive with such a large area to cover. He said maintenance staff was scheduled to conduct work in a geographically efficient manner. He said staff also had to maintain a safe work environment to make sure there were no safety hazards in the schools. He said some of the projects completed over the summer including the installation of 125 promethean boards and 48 projectors including the wiring and cabling. He said all of the secondary schools had been completed. He said Alameda Middle School was cleared out, cleaned, renovated and reassembled. He said a new HVAC system, new windows, lighting and computers were installed and the entire school was repainted. He said a new HVAC system was installed at Gate City Elementary. He said a new bus turnaround was installed at Syringa Elementary along with a new parking lot for staff and parents. He said the new turnaround moved busses away from the front of the school and fencing was installed to keep the loading and unloading zone away from the school. He said old single paned windows were removed at the Lincoln Center and new windows were installed. He said another big project included resurfacing the Century High School roof. He said maintenance staff power washed the roof and had to pump the new roof coating from the ground up to the roof. He said the first layer was the primer and then the white seal coating was applied that extended the roof life by another 7 to 9 years. He said the District was able to save around 50% on the project due to the new product. He said another safety concern at Century High School was the poles coming out of the concrete by the tennis courts. He said maintenance staff removed the fence, installed footings, put in a drainage system and then built a retaining wall with the new poles and would have a retention pond to detract water. He said overall Alameda Middle School was the biggest project completed over the summer. He said the school was established in 1952 and as of last year still had the original windows it was built with. He said all of the old electrical output had to be uninstalled and replaced. He said the old radiators were removed. He said all of the tables, desks and chairs were stored in the gymnasium while the renovations were taking place. He said the main hallway was completely stripped including the ceiling, wiring and old HVAC system during the installation of the new HVAC system. He said the crew completed extensive remodeling in the basement including taking larger classrooms and creating two smaller classrooms. He said the crew installed suspended ceilings and new lighting. He said new closets were built in the basement for heating. He said the new HVAC equipment was installed on the roof in order to avoid impacting playground space. He said in the process of repainting all of the classrooms it was discovered that old blackboards had been built into the walls and had to be removed and re-plastered before they could be painted. He said there was a variety of flooring including various colors and patterns throughout the school before the project started and now all of the hallway flooring was consistent. He said new counter tops were installed in all classrooms. He said all of the suspended pipes were painted to help the school feel more open. He said all of the doors were replaced. He said overall the project came out very well. He said the maintenance crew replaced damaged ceiling panels and halogen lights at Highland High School. He said the gym became very loud after the panels were replaced and maintenance staff was working to install more acoustical panels. He said the Indian Hills office area was completely stripped out and redone to make it more user friendly and space efficient. He said the parking lot at Century High School was resealed and restriped. He said sidewalk was installed at three elementary schools. He said 29 gymnasiums were resurfaced every year. He said a large amount of technology was installed in all of the schools. He thanked maintenance and food service staff for making this possible over the summer. Ms. Vagner said the CIP schedule was included in the packet and projects would begin rolling out in the fall.

Annual Energy Conservation Report

Ms. Pernet said the energy conservation program was in its 12th year. She said the purpose of implementing the program was to reduce energy costs. She said the goals of the program included maintaining the comfort level in all buildings, minimizing waste and saving money that would ultimately be put back into education. She said temperatures were accommodated as much as possible. Mr. Reed said the District had a standard temperature setting for all buildings but there was typically a 4 degree fluctuation on either side. Ms. Pernet said she had software that tracked usage levels for electricity, natural gas and water. She said she analyzed the data to make sure the District was on track and identified potential issues. She said the total savings were based on year one's

expense analysis. She said the year 11 savings were at \$953,996. She said that was how much the District would have spent on energy if the savings program had not been implemented. She said when the District brought on a new building a baseline analysis was done for that school. She said once the District had a baseline, the information was factored into the existing savings report. Mr. Reed said sometimes people had the impression that upgrading energy systems in the schools would put the savings directly back into the general fund but it just created a new baseline from which the District would start tracking. Ms. Pernet said the work done by the school staff and herself helped to reduce the usage levels at the schools. She said the presentation showed the actual costs and how much the District saved. She said the biggest savings was in electricity. Ms. Cranor asked if it was possible to have a larger utilities cost from one year to the next but still have an overall savings. Ms. Pernet said yes. Mr. Reed said the District did not budget the \$950,000 but used the total to project the District's ongoing operating costs. He said if the program hadn't been implemented the District would have exceeded its budget by \$950,000 this year. Ms. Pernet said the success of the program depended on everyone in the District working together and tracking the results to make sure everything was working the way it was supposed to. She said one of the key energy savers was not running the cooling or heating systems while nobody was in the building. She said conducting audits at each of the buildings was another way to realize savings. She said the primary benefit of the program was the savings to the general fund but another benefit was to the environment. She said the program was completely self-sufficient. She said she originally expected savings to flat line this year but the District ended up realizing another savings and overall the program had saved the District \$6.8 million over the last 11 years which was around a 35% savings. Mr. Reed said the company was astounded that the program had maintained this level of savings and shown growth over that many years. Ms. Gebhardt said a lot of legislators thought Districts did not manage their budgets well and wondered if the information was provided to the state. Mr. Reed said there was an effort to provide support for energy conservation and the District received calls from other Districts wanting to model this program so others were aware of what the District was doing but nothing was reported at the state level. He said he anticipated that energy conservation programs would be mandated by the state in the future.

Pay Manual Revisions

Mr. Smart said included in the packet were the changes to the Pay Manual. He said the manual was updated based on changes for the coming school year. He said a lot of the changes had to do with Obamacare. He said the Pay Manual was updated to reflect that the District had to carry dependents until the age 26. He said a new paragraph was added stating that no benefits would be provided to former employees following the termination date. He said provisions of the Wellness Program were added including the premium differential. He said the PEA requested that new employees not be subject to the premium differential requirements which were added to the Pay Manual and the Negotiated Agreement. He said anyone hired after May 1st would not have to participate in the first year. He said that date might be pushed back to April 1st. He said the administration needed to determine when employees earned the insurance benefit and would determine how long an employee needed to participate. He said in the past some employees took advantage of sick leave knowing they would not return, so a paragraph was added stating that unless the employee was utilizing the sick leave bank the District would not continue paying out sick leave. He said another change due to Obamacare was that the District had to offer benefits to any employee that worked over 30 hours per week.

2013-14 Budget Adjustments

Mr. Reed said the administration made two major budget adjustments. He said the first one was to add a line item for the 40% of differentiated compensation that could be used for professional development. He said the next was to add a line item for HB65 revenue. He said the accounting department created a series of codes at the school level in order to handle the funds. He said any change to the budget over \$50,000 had to be approved by the Board. He said the Board would be asked to approve the budget adjustments at the September 17, 2013 regular Board Meeting. Mr. Smart said the budget adjustments were being presented now because schools would need to start utilizing the professional development funds right away. He said the administration had not included the 60% differentiated compensation in the budget adjustments but it would eventually be calculated into salaries. He said another budget adjustment would need to be done in January for the Emergency Levy Funds.

Family Advocate Wage Adjustment

Dr. Howell said included in the packet was a proposal to increase the salary for the Family Advocate position at Head Start. He said he spoke with Sherry Young over the summer at which time she presented the research and

justification for a wage increase. He said the proposal was included in the packet. He said the proposal outlined ways to make up the difference and included the requirements from Head Start. He said the wage increase came with more responsibility and required more professional experience including a Bachelor's Degree in a number of specific areas. He said the job duties and experience were comparable to a CRW with the exception of a licensure. He said the District was currently advertising for two positions. He said Ms. Young hoped to be able to attract qualified candidates that met requirements with the wage increase. He said the competencies were included in the packet. He reviewed the comparison study that was conducted over the last year. He said Head Start employees were currently on the low end of the salary schedule compared to surrounding areas. He said if the Board accepted the proposal it would put Head Start in line with the average salary for the area. He said Head Start had a Level 1 and a Level 2 Family Advocate. He said both would be moved to a Level 7 which would allow Head Start to attract and retain highly qualified staff.

Differentiated Compensation Plan

Ms. Vagner said the differentiated compensation information was included in the packet. She said Mr. Vitale and Ms. Cranor were involved in the work of the Fix It committee to develop the framework. She said the proposal for the elementary included three different writes that would be analyzed to determine proficiency using the forms that were developed which were also included in the packet. She said the BLTs signed the plans which would be submitted to the state following Board approval. She said a preschool component was developed that included benchmarks for growth. She said the secondary plan was a writing experience. She said rubrics would be developed for measurement of student work and growth. She said skills would have to be developed in teachers who did not typically deal with writing assignments. Ms. Gebhardt said this seemed like a more equitable way to determine compensation rather than using the ISAT. Ms. Vagner said it tied to the skills that were taught.

Reports: *Board Communications Topics for 2013-14; Budget & Wellness/Insurance Committee Overview 2013-14; Policy 8351 – Student Activity and Participation Fees and Students Fines; Opening of Alameda Middle School*

Ms. Vagner reviewed the Board Communication Topics for 2013-14. She said the change to Policy and Procedure 8351 was to remove orchestra as a required fee. She said schools were refunding any fees collected for orchestra. She said the administration recommended the Board adopt the policy change on first reading at the September 17, 2013 Regular Board Meeting.

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. Because of the diversity of issues, members of the Board may not respond to delegations. Instead, issues are recorded and referred to the proper staff member for follow-up. The Board is informed of these efforts by the staff member responding to concerns.

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.

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

Adjourn Work Session

Chair Gebhardt adjourned the Work Session at 4:08 p.m.

Convene Special Meeting for the Purpose of an Executive Session in the Board Room in Accordance with Idaho Code Section 67-2345 (1) (b) To consider the evaluation, dismissal, or disciplining of, or to hear complaints or charges brought against a public officer, employee, staff member or individual agent;

Chair Gebhardt called the Special Meeting/Executive Session to order at 4:10 p.m. A motion was made by Mr. Facer and seconded by Ms. Cranor to adjourn to Executive Session. The roll call vote was unanimous in the affirmative: Mr. Mattson, aye; Mr. Vitale, aye; Ms. Cranor, aye; Mr. Facer, aye; Ms. Gebhardt, aye. The Board adjourned to Executive Session at 4:11 p.m.

Return to Open Session and Take Any Action Pertinent to Personnel

The Board returned to Open Session at 4:28 p.m. A motion was by Mr. Facer and seconded by Mr. Vitale that the Board of Trustees remove **Employee Docket No. 14-01**, a certificated professional employee of the District, from a period of paid suspension as recommended by the District's Superintendent. The voting was unanimous in the affirmative.

A motion was made by Ms. Cranor and seconded by Mr. Vitale that the Board of Trustees place **Employee Docket No. 14-02**, a certificated professional employee of the District, onto a period of paid suspension pending the outcome of an investigation as recommended by the District's Superintendent.

Further, I move that the Board direct that **Employee Docket No. 14-02** is not to be present upon school property or present at any school function regardless of location during this period of paid suspension and that **Employee Docket No. 14-02** shall not communicate with any other employee, parent or student relating to this suspension, unless otherwise directed by the administration. The voting was unanimous in the affirmative.

Adjourn:

A motion was made by Mr. Facer and seconded by Mr. Vitale to adjourn. The Board adjourned at 4:30 p.m.

APPROVED ON:

October 15, 2013
By: Jackie Cranor
Chair

MINUTES PREPARED BY:

[Signature]
Secretary, Board of Trustees

ATTESTED BY:

[Signature]
Clerk