

**MINUTES OF THE BOARD OF TRUSTEES  
SPECIAL MEETING/WORK SESSION  
Pocatello/Chubbuck School District No. 25  
Tuesday, October 13, 2015  
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

Dave Mattson, Asst. Treasurer  
Jacob Gertsch, Member  
Douglas Howell, Interim Superintendent

A Special Meeting/Work Session of the Board of Trustees of Pocatello/Chubbuck School District No. 25 was held on Tuesday, October 13, 2015 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 1:35 p.m. She reviewed the agenda and said the Work Session was for the purpose of the administration discussing with the Board the following topics:

- 1. City of Chubbuck Easement Request**
- 2. PCCS Financial Audit Report**
- 3. Update on Kinport SIG Grant Award**
- 4. PLCs Update**
- 5. Annual Print Shop/Warehouse Report**
- 6. Overview of PTE Programs**
- 7. Overview of Budget and Wellness/Insurance Committees**
- 8. ISBA Proposed Resolutions and Bylaws**
- 9. 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.*

- 10. Adjourn to Executive Session per Idaho Code 74-206 (1) (f) To communicate with legal counsel for the public agency to discuss the legal ramifications of and legal options for pending litigation or controversies not yet being litigated but imminently likely to be litigated; and Idaho Code 74-206 (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 agent;**
- 11. Return to Open Session – No Action**

**City of Chubbuck Easement Request**

Mr. Rodney Burch introduced himself as the Public Works Director from the City of Chubbuck. He said he would present information regarding roadway improvements on Whitaker Road involving Ellis Elementary. He said in the past, property deeds extended to the middle of the road, as was the case with Ellis Elementary. He said the city was requesting to obtain the deed for that roadway. He reviewed the map showing the district's current property rights. He said the City would like to obtain 33 feet from the middle of the road to the edge of the district's property. He said it would not change the functionality of the road or affect the school. He said granting the easement and property deed would clean up the ownership and paperwork, but would not impact the city or the school. Mr. Gertsch asked if the front of the school would be changed in any way. Mr. Burch said no. Ms. Cranor asked if there would ever be a need for overhead electrical lines. Mr. Burch said the five foot easement request would allow the city to install a street sign or fire hydrant. He said the easement language was negotiable and the language regarding overhead power lines could be removed. Ms. Cranor said she would prefer to remove the language granting the easement for overhead power lines. Mr. Mattson asked what public utilities were currently on the property. Mr. Burch said there was an above ground water tower at the north end of the playground. Mr. Reed said this was a common request and

the Board had granted similar requests in the past. Mr. Gertsch asked if there would be any need to install mailboxes. Mr. Burch said no, unless the school requested one. Dr. Howell said the topic would be added to the Regular Board Agenda for approval with the revised language.

### **PCCS Financial Audit Report**

Ms. Alli Flores and Dean Mendive introduced themselves as the Business Manager and Dean for the Pocatello Community Charter School. Ms. Flores said she would present the Charter's fiscal audit report. She said the Charter had a good fiscal year. She said the General Fund increased by \$53,000 which was up over last year. She said the Charter had \$180,000 in its Capital Construction Fund, but was no longer earmarked for construction and would be moved into the General Fund next year. She said the leftover General Fund money would be put into a savings account as a reserve fund. She said the Charter Board believed that keeping those funds in reserves was the responsible thing to do. Ms. Gebhardt asked if the reserve fund covered a certain level of operating costs. Ms. Flores said yes. She said the auditor suggested maintaining 1-½ to 3 months of carryover in reserves which the Charter was able to do last year. She said the savings was in addition to required carryover for operational costs. She said the Charter's direct bank loan was currently at a 4.979% interest rate and would reset at a lower or higher rate, depending on current market rates, in February, 2018. She said it was a 3 year fixed loan and would term in 10 years. She said the Charter would refinance in 2025. She said the auditor had no findings. Mr. Reed said the Charter received a qualified opinion, and the Governmental Accounting Standards Board (GASB) recommended an unqualified opinion, but the report was costly and he was sure there would be no findings even if the Charter obtained an unqualified opinion. He said the Charter's finances had improved dramatically. Ms. Flores said she spoke with the auditor about the fee for obtaining an unqualified opinion and the auditor said it was reasonable for a school of their size to not pay the fee. Ms. Cranor asked about the Charter's internal controls. Mr. Reed said one function of the audit was to determine whether or not there were internal controls in place that ensured a separation of duties relative to the receipt and distribution of funds. He said it was also a safeguard to ensure the school stayed within budget. Ms. Flores said the internal controls finding was removed from the audit report three years ago because the Charter was able to meet all of the auditor's recommendations.

### **Update on Kinport SIG Grant Award**

Mr. Brad Wallace said included in the packet was a memorandum detailing the Kinport SIG Grant award. He said the administration wrote the grant last year for \$8,500 and applied for an additional \$64,000 from the state which was awarded. He said the school was able to purchase iPad Minis and Apple TVs for every teacher. He said the teachers would receive training on how to implement the new technology in their classrooms. He said a lot of teachers were already using the new technology for various projects to engage students. He said the goal was to familiarize New Horizon Center students with technology that many of them would not otherwise have access to, in the hopes of preparing them for a technology savvy future. He said the students decided to implement a fully digital yearbook this year, rather than a traditional hardbound copy. He said the students had taken the project far beyond the adult expertise in the school and were doing a great job. He said Kinport Middle School and New Horizon High School students had separate lunches and often the high school students were utilizing the gym when the middle school students went to lunch, so the school used some of the grant funds to build a basketball court that the middle school students could use while high school students were in the gym. He said the basketball courts were outdoors and the hoops could be raised or lowered by school staff. He said there was a lot of positive feedback from students. Ms. Cranor asked if there was a crosswalk from the school to the basketball courts. Mr. Wallace said no, and there were no sidewalks on either side of the road. He said he called the city to see what could be done, and was told that there was an agreement with existing homeowners that prevented the installation of sidewalks on that road. Ms. Gebhardt said the trees on the right side of the road blocked the view of students crossing, and was another safety concern that should be addressed. Mr. Wallace said school staff placed cones along the road when students planned to use the basketball courts. He said he was following up to see if there were any legal restrictions on leaving the cones on the street permanently as a makeshift school zone. He said he had also spoken to Mr. Hobbs about purchasing crossing guard signs for staff. He said grant funds were also used for teachers to attend a national conference and meet a national speaker and author out of Salt Lake City, Utah. He said the speaker was also a social worker and specialized in working with children in Juvenile Detention. He said the national presenter developed a program that was geared towards students who were in, or had been in detention and was focused on resiliency. He said staff were participating in a book study and the school would bring in the national speaker to present to students and staff. He said the PE equipment at the school was old and outdated and had outlasted its usefulness, so the administration utilized some of the grant funds to purchase all new PE equipment for the school. He said another

focus of the grant was to build student's background knowledge. He said field trips were planned with the intent that students would gain cultural experiences. He said he hoped to plan a field trip to take students to see "A Christmas Carol" play in Salt Lake City. Ms. Cranor asked about the student and teacher incentives. Mr. Wallace said the incentives for Kinport Middle School student were focused on behavior intervention utilizing a point system. He said students earned points for good behavior and points could be used to buy things like popcorn, soda, or free time. He said it had already helped to improve behavior. He said students were warned that they would lose points if their inappropriate behavior continued and it was helping students redirect their behavior. Mr. Gertsch asked how the point system was set up. Mr. Wallace said the staff outlined the criteria for earning points and was a five step system. Ms. Gebhardt asked if the New Horizon Center staff took advantage of applying for Festival of Trees Technology Grants. Mr. Wallace said a few high school teachers had been awarded FOT Technology Grants, but the school's technology needs were far beyond what a few teachers could be awarded each year. He said one teacher was able to purchase iPad Minis using Festival funds and were exploring an app that allowed students to track their own behavior. Mr. Mattson asked Mr. Wallace if he also climbed Scout Mountain. Mr. Wallace said yes. He said it was a 13 mile hike round trip and students were pretty exhausted, but it was amazing. He said 39 students participated on the hike. Dr. Howell asked how many student completed the Three Peak Challenge. Mr. Wallace said all 39 students that participated completed the entire Three Peak Challenge. He said students had to qualify for the trip through good behavior, attendance and grades. He said some of the students had never learned to skip a rock and it was a neat experience to be able to teach some of his students how to do that. Mr. Gertsch asked if volunteers or teachers went on the hike. Mr. Wallace said 9 teachers participated on the hike. He said Kinport Peak, Chinese Peak and Scout Mountain would be a good reminder of an accomplishment that those students would keep with them forever. Mr. Gertsch said it was good reminder that they could do hard things. Mr. Wallace said it allowed some of those students to shine that had never had an opportunity like that.

### **PLCs Update**

Ms. Craney said several years ago the district implemented Professional Learning Communities (PLCs). She said it had become so embedded and increasingly effective. Ms. Harwood said the purpose of PLCs was to improve instruction and meet the needs of all students. She said Lisa Delonas and Toni Betty were in attendance from Pocatello High School and Tonya Wilkes and Mark Holzer were present from Irving Middle School to speak to the PLCs at the secondary level. Ms. Craney said Brenda Miner and Krista Campos were in attendance from Wilcox Elementary and would speak to the PLCs at the elementary level. Ms. Campos said when schools first started PLCs most teachers had no idea what to focus on, so they used the time for planning and collaborating with colleagues. She said PLCs had recently started to focus on the more critical aspects like talking about the outcomes for students and teachers, what paths they will take to get there, figuring out what resources are available to make it happen and how to identify progress. She said the first area of focus was to make sure all students had access to the resources that were needed. She said PLCs met on Monday afternoons and collaborated with other teams. She said the units were aligned to the state standards and the PLCs focused on the grain size with the beginning and end in mind. She said the teams monitored progress and analyzed what needed to be done to ensure every student's needs were being met. She said PLCs had become more meaningful and she noticed a change in focus in her own instruction. She said she now asked herself if she was meeting needs of all of her students and what needed to change in order to meet them. She said these questions led to formative assessments that were used to compare all fifth grades students across the district, and not just one classroom. She said it made it easier to see if something was missing. She said it had an impact not just on student learning, but on teacher learning as well. She said it was a great opportunity to identify professional development needs that were focused on student outcomes. Ms. Miner said an example of the new PLC form was included in the addendum. She said PLCs used to review data and ask what students needed to know and what to do with those that don't know, but this year they also started asking how the teacher was going to change to meet the needs of all students. She said in order to determine what students needed to know, the PLCs went through the units and picked out the most important areas to focus on and then came up with common assessments to identify progress. She said the next step was how to address students who were ahead, and students who were behind. Mr. Gertsch asked what kinds of things were being done for students that were ahead. Ms. Miner said there were interventions in place all students. She said it eliminated the negative connotation and ensured that no one was missed. Mr. Holzer said he was the PE teacher at Irving Middle School and led the elective PLC team. He said taking charge of the elective PLC team helped him to see outside the box and had been a great experience. He said the PLCs improved communication and helped with collaborating on all of the activities throughout the school. He said the group had a lot of shared areas, and communicating with one another helped streamline planning and organization. He said 75% of Mondays was PLC time. He said the elective PLC team supported the core and

provided high levels of enhancement classes for students. He said for a lot of students, electives was the bright spot in their day. He said the benefits of the elective PLC team included communication, designation of duties, planning for events and performances, enhancement opportunities for students and had a much greater focus on supporting core curriculum and writing across the curriculum. He said some of the enhancement opportunities included Art Fest and the Talent Show in the spring which included singing, dancing and even sporting events. He said board members were welcome to attend and it was a great experience. He said supporting the core classes was very important to them. He said the core comes first and the elective teachers were always identifying ways to help support those departments. He said they supported students that struggling by tutoring and providing extra time to work on assignments. He said cross curriculum and cross district planning was critical. He said having an opportunity to meet with other teachers in the same content area helped new teachers and veteran teachers. He said Irving Middle School had an awesome group of elective teachers that provided quality programs for students and the community. Ms. Wilkes said the teachers at Irving took PLC time very seriously and was a benefit to students and staff. She said PLCs drove the professional development at the school. She said Mr. Holzer even had a Chromebook and was using technology in his classroom which had never been done in PE before. She said his students were using Moodle. She said not all teachers were experts in writing, but PLC time helped everyone learn from the experts. Ms. Gebhardt said she remembered during one of her school visits to Irving seeing students that were not only doing PE but were also doing math as part of the activity. Mr. Mattson asked how the elective teachers identified which students needed extra support. Ms. Wilkes said during the PLC meetings teachers talked about the students that were struggling and developed plans to help them succeed. Mr. Holzer said the elective teachers asked teachers in all content areas what they could do to help. Ms. Wilkes said the teachers had a mentor program and each teacher picked three students to check in with and determined if any interventions were needed. Mr. Gertsch asked if cross district PLCs were held at the middle and high school levels. Ms. Wilkes said middle school PLCs met cross-district once a month and high school PLCs met three times a month. Ms. Betty said she was the math department chair at Pocatello High School. She said PLCs had not always been as productive in the past, but had become essential. She said previously math was taught straight out of a book and each teacher did their own thing. She said since implementing the common core, the department had become very involved in writing the curriculum and developing the units. She said there was a learning curve and math teachers quickly became very dissatisfied with the units they had written, so they researched other avenues and discovered better ways of meeting the needs of all students. She said the math department found a new curriculum that everyone loved, but it came with no resources. She said the PLC team discussed how to implement the new curriculum and decided to develop their own version. She said she appreciated that Ms. Delonas gave her the flexibility to do most of the scheduling for the math department. She said in the past, the more experienced teachers taught higher level math, and new teachers taught lower level math. She said she ended up changing that practice because new students needed a more experienced math teacher. She said all teachers helped teach every type of math. She said PLCs were critical for teachers that were teaching new curriculum with no resources. She said the PLC team wrote common assessments for each area of math. She said math teachers went into each other's rooms and helped with teaching if that was needed. She said the teachers were great about filling in and helping each other out. She said because of PLCs, each teacher knew the lesson and might even have something to add. She said it helped enrich lesson plans and would not have been possible without PLCs. Ms. Cranor asked if teachers worked together on consistent grading practices. Ms. Betty said the Pocatello High School math department was pretty cohesive and outlined consistent grading expectations and were all on the same page. She said everyone knew what a particular assignment was worth and what the expectations were for missing assignments or retaking a test. She said students may have an algebra class with her and then a different teacher the next trimester, but because the expectations were the same, students knew what to expect. Ms. Delonas said English was mirroring the same practice with their department. She said on PLC Mondays, teams broke out into sub PLCs to address specific content areas within the core. She said each team outlined a schedule of topics and each teacher chose one and taught the lesson plan. She said teachers were watching each other teach and discussed it afterward. She said it was a type of lesson study and everyone in the department was involved. She said they also used that time to define what students needed to know. She said watching different styles of teaching was very eye opening and helped teachers engage in providing input, positive feedback and offering suggestions for better ways to teach. She said teaching used to be pretty isolative before, but PLCs had provided great opportunities for teachers to collaborate, communicate and help each other become better. Ms. Cranor said it was great to see teachers helping each other learn. Ms. Betty said the cross district PLCs used to be ineffective, but had really turned around and now even included middle and high school teachers in the same group which was great, because some middle school students were taking advanced math courses. She said it really actualized the Total Instructional Alignment (TIA). Mr. Mattson asked if all schools were participating in PLCs.

Ms. Harwood said all schools were are doing some version of the PLC, but these teams were exemplary. She said previously conversations were focused on students that were behind, but the discussions had evolved to include students that were in the middle and students that were ahead. Ms. Cranor said she really appreciated the information being presented by each of the teams.

### **Annual Print Shop/Warehouse Report**

Mr. Reed introduced Will Olson who worked in the print shop. Mr. Olson said he had been with the district for thirteen years. Mr. Reed said when the print shop first started it used ink that was squeezed out on to rollers and copies were hard stamped. He said the technology had grown and district and school needs had become a more independent, but the print room had higher level functions that schools did not and Mr. Olson's expertise was invaluable. Mr. Olson said when he first started the print shop was still using offset printing and things were very different now. He said the neat thing about technology, was that over time prices didn't go up, they went down. He said he worked with the warehouse shop to get the lowest cost on supplies. He said there was a slight increase in production last year due to common core printing, but usage fluctuated from year to year based on needs. He said the print room was also responsible for the district's mail. He said he processed over 10,000 pieces of mail per month. He said he printed posters, did mail merges, color copies and many other specialty projects. Mr. Mattson asked how a print order came to him. Mr. Olson said some were delivered in district mail and others were sent via email. Mr. Mattson asked if he ever helped design a project. Mr. Olson said he had helped with those types of projects. Mr. Reed said a lot more was done electronically and could be modified as needed. He said the whole process was streamlined. Ms. Cranor asked if schools had their own print budget. Mr. Reed said it was all part of the school's supply budget. Ms. Gebhardt asked if anyone else was trained to run the print shop. Mr. Reed said some people were cross trained in particular areas like processing the mail, but if Mr. Olson left it would be a significant learning curve for a new person. He said fortunately, Mr. Olson was very dependable. Ms. Cranor asked Mr. Olson if he ever did outside projects. Mr. Olson said no. Mr. Reed said a copy used to cost around five cents per sheet and was now less than a penny per copy. He said the district had been able to provide supplemental materials in classrooms at a much lower cost. Mr. Olson said a color copy used to cost around a dollar and was now only eleven cents. He said color copies had been scientifically proven to help a person retain information better than a black and white copy. Mr. Reed introduced the warehouse staff, Mooney Spillet, Kealy Gifford and Thomas Uehling. He said included in the packet was the warehouse inventory report from February. He said the warehouse staff took inventory every year. He said staff tracked of every item that came in and went out of the warehouse and were always right on target. He said the report showed a slight gain in inventory, which was a little misleading. He said the district ordered a type of floor wax that ended up having problems, and the product was sent back to the warehouse, which was the reason for the gain. He said Mr. Spillet and the warehouse crew did an amazing job tracking every little thing that came and went. He said having a central warehouse took the burden off of the schools and expedited the process. He said the district was fortunate to have such an efficient staff that did their jobs very well. Ms. Gebhardt said most people probably took for granted what it took to have such an efficient warehouse. Mr. Reed said the warehouse staff researched products to find the best fit at the best price which was a benefit to both the schools and taxpayers.

### **Overview of PTE Programs**

Ms. Naftz said the PTE department was able to hire five new PTE teachers this year. She said Mark Brood was the new Fire & EMT/First Responders instructor at Pocatello High School. She said he was a retired fireman and EMT. She said Chris Cole had three years of broadcasting experience and was the new Broadcasting teacher at Century High School. She said Emily Housley was a veteran teacher, but was new to the District this year. She said she was the new Family Consumer Science teacher at Highland High School. She said Jennifer Parker was the new RN/CNA and Pharmacy Tech program instructor at Pocatello High School. She said Kelli Radford came to the district from Nampa, ID and was the new Family Consumer Science teacher at Pocatello High School. She said the district was lucky to have found instructors to keep the programs running. She said all of the teachers and instructors were certified. Dr. Howell said Mr. Cole was a content specialist. Ms. Naftz said having a certified instructor was critical to the success of the PTE programs. She said she started to monitor progress a couple of years ago with a goal of increasing the number of completers. She said there were more completers this year than the year before, but was down slightly from 2013-14. She said reviewed the programs that students were participating in. She said just two years ago New Horizon High School had no completers and this year there were 14. She said the teachers at New Horizon Center had worked very hard to motivate students to complete a course of study. She said plans were in place to help the high schools improve the number of completers. Ms. Cranor asked if programs that did not have

any completers were kept. Ms. Naftz said the programs were still under the umbrella of Family Consumer Sciences and the district tried not to eliminate a program unless it absolutely had to. She said last year a student created an amazing dress out of recycled paper in her fashion designer class, but not many other students were interested in fashion design. Mr. Gertsch asked why merchandizing was grouped together with fashion. He said it could discourage a student from taking a merchandizing class if they thought it would just be about fashion. Ms. Naftz said there was a separate merchandizing course available under the Business Capstone. She said there was an 11% increase in completers this year. She said 2012-13 was the first year the district decided to focus on the number of completers which was why the increase was so high that year. She said the percentage of completers in the medical field at Century High School was 89%, and 71% at Pocatello High School. She said 46% of students completed the Business Capstone at Highland High School. Mr. Gertsch asked if the location impacted the completer results. Ms. Naftz said it sometimes did, but a lot of students traveled to another school to take the course they were interested in. Ms. Cranor asked if students were excused from their previous class early to allow for travel time to another school. Ms. Naftz said counselors worked with those students to schedule those classes after a break so students were not racing back and forth. Ms. Gebhardt asked about the environmental science course at Century High School. Ms. Naftz said there just wasn't much student interest at the time. She said if participation did not improve the district would probably lose funding for that course next year. Mr. Mattson asked if the program could be relocated to another school to give it a chance. Ms. Naftz said it was a wonderful idea and she would look into the possibility. Ms. Gebhardt said it was a very important topic. Ms. Cranor asked what the educational assistant course was. Ms. Naftz said it was for students that were learning how to assist with reading, writing and math tutoring. She said they also helped out with class activities and recess. She said most of the students in that course were interested in becoming a teacher at some point. She said the students took the paraprofessional Praxis at the end of the program. Ms. Gebhardt asked about the broadcasting course at Century High School. Ms. Naftz said the beginner broadcasting classes were at Century High School and the Capstone classes were at Highland High School. Mr. Gertsch asked if the human services courses could lead to social work or a counseling career. Ms. Naftz said absolutely. Mr. Gertsch asked what kind of business courses were taught at New Horizon High School. Ms. Naftz said the teacher was qualified to teach any area of business and rotated course offerings to provide multiple options for students. She said the PTE program funding would be reduced by \$32,000 due to not being able to replace a teacher and discontinuing courses with little student interest. She said the loss in funding did not impact the overall PTE budget but did impact those courses. She said part of the problem was not having CDFs in the schools that used to help students identify which courses were available. She said she hoped that in the future the online registration process would display all of the PTE courses that were available. She said if a particular course was not offered at that student's school they may never know it exists. She said the district was offering a number of high end programs and needed to do a better job of promoting them. She reviewed the number of students that would become completers at the end of the trimester. She said the courses with the highest number of completers were CNA, Pharmacy Tech, Physical Therapy and Sports Medicine. She said the PTS programs received better funding and had top of the line equipment to provide students on the job skills and the ability to be successful in the workforce right out of high school. She said a student could complete the auto-technician program and decide to go into another profession using the skills they developed in that class. Ms. Cranor asked how information was being given to parents. She said a piece of mail or an email might not be the most effective. Ms. Harwood said she and Ms. Naftz met with parents at the School of Choice meeting and brought in posters, displays and flowcharts showing the pathways and were able to connect with a lot of parents. She said they planned to hold a meeting next year with all 7<sup>th</sup> and 10<sup>th</sup> grade families and planned to update the district's website with better information. She said some students didn't realize that taking a mechanics course could open up more job opportunities than just being a mechanic. She said one of the challenges was finding someone who was certified and had industry experience that was interested in taking a reduction in pay to teach it. She said most people that were willing said teaching was their calling. Mr. Gertsch said it was disappointing to see the machining course not taking off. He said the community was in desperate need of new machinists. He said if students came out of that course ready for a career it could do amazing things for the community. Ms. Naftz said machinists were retiring at rapid rates with no one to fill their shoes. She said one of the limitations was that ISU would only take five high school students in a trimester and didn't have room to take more. She said she believed that a lot of students were unaware that the course was available and she and Ms. Harwood were working hard to get the word out. She said she drafted an outline for parents that showed how many college credits a student could earn starting in the 8<sup>th</sup> grade by the time they graduated. She said students could also apply for Chamber Dual Enrollment Scholarships or to the state for Advanced Opportunities and end up paying only \$16 per credit. She said in addition, students would have developed real-world skills by the time they graduate. She said students just had to know up front and have a plan. Ms.

Gebhardt said not only was it important to advertise what courses were available, but was also important to advertise the types of skills and job opportunities that were available by taking a particular Capstone. Ms. Harwood said she knew a family that told their girls they had to go to college, but also had to have a backup skill if they decide to not go to college. She said most parents didn't think like that and the District needed to do a better job in helping them to think that way. She said the district should be promoting skill development in addition to college readiness. Ms. Naftz said the district was able to increase the level of PTS funding from the state this year. She said she anticipated a 7% increase in completers.

### **Overview of Budget and Wellness/Insurance Committees**

Mr. Smart said included in the packet were outlines of the schedule and topics for the Budget and Wellness/Insurance Committees. He said the Wellness/Insurance Committee would meet next month to discuss the transition to the new medical insurance provider, Pacific Source. He said the district would hold the annual Health Fair in January and February. He said employees would have new wellness requirements to meet this year. He said the Budget Committee would begin to meet once JFAC set the budget. He said one of the big unknowns was how well the Career Ladder would be funded. Mr. Mattson asked if there was any discussion about not funding it. Mr. Smart said there was some discussion about other state departments taking priority this year. Ms. Gebhardt asked if there would be any added clarity to the implementation of the Career Ladder. He said he hoped to know soon if his projections for state funding were accurate. He said he anticipated the first Budget Committee meeting would be held sometime in January.

### **ISBA Proposed Resolutions and Bylaws**

Ms. Gebhardt asked board members if everyone had reviewed the resolutions. Board members said they had. She said one of the resolutions that had no recommendation from the ISBA was regarding the local option sales tax. She said the proposal could be very beneficial to some districts, but did not work for everyone. She said the resolution to reduce the supermajority would be presented again this year. She asked board members if they agreed with the ISBA's recommendations. Ms. Cranor said she did, but there were two resolutions with no recommendation. Ms. Gebhardt said Resolution No. 10 – Beyond the Smarter Balanced Assessment Consortium Test had no recommendation. She said the resolution was a work in progress. Ms. Cranor said everyone she talked to agreed that schools were spending too much time on testing and she could support the resolution. Mr. Gertsch said he agreed. Dr. Howell said it would be a focus for the legislature as they were very concerned about how much instructional time was being lost due to testing. He said it was a considerable amount of time. He said the amount of testing that was required took instructional time, resources, money and staffing and thought the resolution would be a benefit to districts rather than a drawback. He said it also left room for revision down the road. Ms. Gebhardt said she was not sure where school districts should go with this yet. Ms. Cranor said it sounded like the resolution had room for change and a two-year timeline. Ms. Gebhardt said one of her concerns was the timeliness and usefulness of the data from the ACT or SAT. Dr. Howell said the data was not as useful as other achievement data. Mr. Gertsch said he thought districts should look at other options for testing. He said the length of the SBAC was exhausting for a student if they were to try their hardest, they would most likely not perform well due to fatigue. Ms. Gebhardt said it sounded like the board was in support of the resolution. The Board recommended "do pass." Mr. Mattson said Resolution No. 11 – Public Work Construction. He said some school boards may want to give business to people they knew, but were not qualified. Ms. Gebhardt said there were existing public works laws and guidelines that directed the process. The Board recommended "do not pass." Ms. Gebhardt said Resolution No. 3 – Local Option Sales Tax for School Construction also had no recommendation from the ISBA. Mr. Vitale said smaller districts would not see any benefit. Ms. Cranor said if districts were still working on reducing the supermajority then the recommendation should be do not pass. The Board recommended "do pass." Ms. Gebhardt said the Bylaws emphasized consistent representation for school boards and added charter schools under ISBA representation. The Board was supportive of the Bylaw changes.

### **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.*

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

**Adjourn Work Session and Convene Executive Session in Accordance with Idaho Code 74-206 (1) (f)** *To communicate with legal counsel for the public agency to discuss the legal ramifications of and legal options for pending litigation or controversies not yet being litigated but imminently likely to be litigated; and Idaho Code 74-206 (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 agent;*

Chair Gebhardt adjourned the work session and the special meeting to order at 3:55 p.m. A motion was made by Ms. Cranor and seconded by Mr. Vitale to adjourn to Executive Session. The roll call vote was unanimous in the affirmative: Mr. Mattson, aye; Mr. Gertsch, aye; Mr. Vitale, aye; Ms. Cranor, aye; Ms. Gebhardt, aye. The Board adjourned to Executive Session at 3:56 p.m.

**Return to Open Session – No Action**

The Board returned to Open Session at 4:22 p.m. No action was taken by the Board at the time of the meeting.

**Adjourn**

A motion was made by Mr. Vitale and seconded by Ms. Cranor to adjourn. The voting was unanimous in the affirmative. The Board adjourned the Special Meeting/Executive Session at 4:23 p.m.

**APPROVED ON:**

17 November 2015

By:

Jenie A Gebhardt  
Chair

**MINUTES PREPARED BY:**

[Signature]  
Secretary, Board of Trustees

**ATTESTED BY:**

[Signature]  
Clerk